

Integration of Labor Education into "Overall Ideological and Political Theory Course": Internal Logic, Realistic Dilemma and Practical Logic

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ABSTRACT

The integration of labor education into the "Overall Ideological and Political Theory Course" is not only an inevitable choice to inherit the spirit of labor, but also the practical needs of enhancing students' sense of social responsibility and the inherent requirements of cultivating students' spirit of hard work and struggle. At present, the integration of labor education into the "overall ideological and political theory course" is faced with such realistic difficulties as insufficient motivation of the education subject, insufficient utilization of teaching resources, single teaching form and imperfect teaching evaluation system. In order to solve the dilemma of and give full play to the effect of integrating labor education into the "overall ideological and political theory course", it is necessary to focus on building the effective carrier, effective venue and evaluation mechanism of the integration.

Keywords: Labor education, "Overall Ideological and Political Theory Course", Internal logic, Practical logic.

1. INTRODUCTION

In September 2018, General Secretary Xi Jinping made it clear at the National Education Conference that "we should promote the spirit of labor among students, educate and guide students to advocate and respect labor." In May 2022, the Ministry of Education issued a document to separate the labor curriculum from the comprehensive practice curriculum, clarifying the content structure of labor curriculum in compulsory education and the labor requirements of different stages. In August 2022, the Ministry of Education and ten other departments proposed in the "Work Plan for Comprehensively Promoting the Construction of 'Overall Ideological and Political Theory Course'" to make good use of social classrooms and emphasize practical teaching of ideological and political courses. [1] Therefore, the integration of labor education into "Overall Ideological and Political Theory Course" actively responds to the current demands of labor education, effectively promotes the implementation of labor education, and collaboratively constructs a new

pattern of labor education, providing direction guidance for talent cultivation in colleges and universities and practical guidance for cultivating socialist successors in the new era.

2. THE INTERNAL LOGIC OF INTEGRATING LABOR EDUCATION INTO "OVERALL IDEOLOGICAL AND POLITICAL THEORY COURSE"

Promoting the integration of labor education into "Overall Ideological and Political Theory Course" plays a crucial role in inheriting the spirit of labor, enhancing students' sense of social responsibility, and cultivating their spirit of hard work and struggle.

2.1 Integrating Labor Education into the Construction of "Overall Ideological and Political Theory Course" Being an Inevitable Choice for Inheriting the Spirit of Labor

General Secretary Xi Jinping pointed out at the 2018 National Education Conference that "it is necessary to promote the spirit of labor among students, educate and guide them to uphold and respect labor, understand the principles of labor being the most glorious, noble, great, and beautiful, and grow up to be able to work hard, sincerely, and creatively." [2] General Secretary Xi Jinping pointed out that in the new era of labor education, students are the main target, and the key is to promote the spirit of labor and advocate for student participation in labor practice. Labor education, as an important component of China's excellent traditional culture, plays a crucial role in the long history. Integrating the construction of "Overall Ideological and Political Theory Course" and integrating labor education into the comprehensive education process of students is of great historical significance for inheriting the spirit of labor. The spirit of labor is a treasure in the traditional culture of the Chinese nation, carrying the qualities of perseverance, diligence, and wisdom of the Chinese nation. In the new historical period, integrating labor education into the construction of the "Overall Ideological and Political Theory Course" and running it through the comprehensive education process of students has important historical significance for inheriting the spirit of labor. Firstly, integrating labor education into the construction of "Overall Ideological and Political Theory Course" can help students re-understand the value of labor. In modern society, the rapid development of information technology and automation technology has made people's production and life more convenient and efficient, but it may also lead to some people's contempt and rejection of labor. However, labor is an important way to promote social progress and personal growth, and is the foundation for realizing self-worth and social value. Through labor education, students will rediscover the importance of labor, cherish and love it more, and integrate the qualities of diligence and bravery into their daily learning and work. Secondly, integrating labor education into the construction of "Overall Ideological and Political Theory Course" can help cultivate students' innovative spirit. Labor is not just repetitive mechanical actions, but also requires continuous thinking and innovation. In

labor practice, students need to fully unleash their creativity and imagination when facing various problems and challenges, flexibly apply labor knowledge and skills, in order to solve problems and overcome challenges. It can be seen that labor education can stimulate students' thirst for knowledge and innovative consciousness, cultivate their spirit of daring to explore and innovate, and contribute wisdom and strength to the development of the country and social progress. Finally, integrating labor education into the construction of "Overall Ideological and Political Theory Course" can help shape students' resilient willpower. In real life, students inevitably encounter various difficulties and setbacks in their studies and work, and to face and overcome these difficulties and setbacks, it is necessary to shape their resilient willpower. Through labor education, students can personally experience the hardships and hardships of labor, exercise their perseverance and endurance, and cultivate resilience, so as to overcome all difficulties and setbacks. In the process of arduous struggle, students will gradually understand that only by persisting and persevering can they achieve true success.

In summary, inheriting the spirit of labor is an indispensable part of contemporary education. Integrating the construction of "Overall Ideological and Political Theory Course" and integrating labor education into the education and teaching process of students can help them re-understand the value of labor, cultivate their innovative spirit and resilience. Through labor education, students will better adapt to the development needs of society and make positive contributions to personal growth and national prosperity. Therefore, the integration of labor education into the construction of "Overall Ideological and Political Theory Course" is an inevitable requirement for educational modernization and an inherent need for building a modern socialist country.

2.2 The Integration of Labor Education into the Construction of "Overall Ideological and Political Theory Course" Being a Practical Need to Enhance Students' Sense of Social Responsibility

With the progress and development of society, problems such as environmental pollution, resource waste, and poverty have become increasingly serious, and solving these problems requires the participation and responsibility of every citizen.

Therefore, it is necessary to actively promote the integration of labor education into the construction of "Overall Ideological and Political Theory Course", making labor education a basic component of the education system, in order to enhance students' high sense of social responsibility. Firstly, labor education can help students re-understand the relationship between personal behavior and social development. In modern society, many behaviors in people's daily lives are closely related to social issues. However, due to the limited perspective of individuals, their understanding of social issues may be relatively superficial. Through labor education, students will personally participate in social practice and feel the impact of their own behavior on the environment and society. This will inspire students to care and think about social issues, making them realize that every individual choice and behavior has an impact on society, thereby generating a positive sense of social responsibility. Secondly, integrating labor education can help stimulate students' active participation in social issues. The solution to social problems requires the joint efforts of everyone, and this joint effort stems from an individual's sense of social responsibility. Through labor education, students will be directly exposed to the actual situation of social problems, understand the causes and influencing factors behind these problems. In this process, students can gradually realize their responsibility to change society, actively participate in social welfare activities, and contribute their own strength to social development. Therefore, labor education can guide students to not only focus on personal growth and development, but also pay more attention to social progress and development.

2.3 The Integration of Labor Education into the Construction of "Overall Ideological and Political Theory Course" Being an Inherent Requirement for Cultivating Students' Hard Work

Hard work is a fine tradition of the Chinese nation, carrying the spirit of courage and indomitability of the Chinese nation. In today's society, facing fierce international competition and a complex and ever-changing domestic environment, it is particularly important to cultivate students' spirit of hard work. Integrating labor education into the construction of "Overall Ideological and Political Theory Course" is of great significance for cultivating students' inner

requirements for hard work, enabling them to learn, love, and participate in labor from an early age. Firstly, the integration of labor education into the construction of "Overall Ideological and Political Theory Course" helps students to experience the importance of labor firsthand. In today's society, the rapid development of technology has made people's lives more convenient, but this may also lead some young people to pursue enjoyment while ignoring the value of labor. Through labor education, students will personally experience the hardships of labor, understand the efforts and sweat required behind a result, and better understand the importance of cherishing the achievements of others. This will help students truly understand that success is not accidental, but requires unremitting effort and perseverance, thus cultivating their spirit of hard work. Secondly, integrating labor education into the construction of "Overall Ideological and Political Theory Course" can help cultivate students' awareness of self-reliance and self-improvement. Labor is not only the training of skills, but also a process of self-realization. In labor practice, students need to independently complete tasks and solve problems they encounter, which will exercise their ability to think independently and solve problems. Through labor education, students will gradually form a life attitude of self-reliance, self-confidence, and self-esteem, so as to dare to face challenges, bravely face difficulties, not be afraid of hardships, pursue excellence, and achieve strength and fearlessness in their hearts. Once again, integrating labor education into the construction of "Overall Ideological and Political Theory Course" can help cultivate students' spirit of unity and cooperation. In labor practice, students need to work closely with others to complete tasks together. This will cultivate students' teamwork spirit and collective consciousness, making them understand that unity and cooperation are important means to overcome difficulties and achieve goals. The practical activities of labor education often involve the collaborative work of multiple individuals, and students need to cooperate and support each other to form a team's combat effectiveness. This spirit of unity and cooperation is crucial for cultivating students' spirit of hard work and struggle, enabling them to understand that personal growth and social development complement each other. Finally, integrating labor education into the construction of "Overall Ideological and Political Theory Course" can help stimulate students' spirit of dedication. Labor is not only for personal gain, but also for the prosperity and development of society. In labor practice,

students need to contribute to others, care about their needs, and demonstrate a spirit of dedication. Through labor education, students will establish a sense of serving others and contributing to society, learn to respect and understand others from a young age, and make positive contributions to society.

In summary, the integration of labor education into the construction of "Overall Ideological and Political Theory Course" is of great historical significance for cultivating students' spirit of hard work and struggle. Through labor education, students will experience the hardships of labor in practice, cultivate the qualities of self-reliance, unity and cooperation, and stimulate the spirit of dedication. Labor education will guide students to actively face the challenges of life, move forward courageously, strive hard, and make positive contributions to personal growth and national prosperity. Therefore, integrating labor education into the construction of "Overall Ideological and Political Theory Course" is an inevitable requirement for educational modernization, as well as an inherent need to cultivate socialist builders and successors.

3. THE REALISTIC DILEMMA OF INTEGRATING LABOR EDUCATION INTO THE CONSTRUCTION OF "OVERALL IDEOLOGICAL AND POLITICAL THEORY COURSE"

The integration of labor education into the "Overall Ideological and Political Theory Course" is a complex and systematic project in the new era and new journey. However, currently, the integration of labor education into "Overall Ideological and Political Theory Course" still faces challenges such as the lack of widespread mobilization of teaching subjects, single teaching forms, insufficient use of teaching resources, and incomplete teaching evaluation systems.

3.1 The Integration of Labor Education into "Overall Ideological and Political Theory Course" Being Not Widely Mobilized as the Teaching Subject

General Secretary Xi Jinping pointed out that "ideological and political work in schools is not just a single line of work, but should be comprehensive.[3]" The integration of labor education into "Overall Ideological and Political Theory Course" requires the active participation of

various educational subjects both inside and outside the school, in order to form a strong joint force in education. As far as the current reality is concerned, the main body of education both on and off campus has not yet been widely mobilized. On the one hand, the enthusiasm of the main body of education on campus to participate in labor education is not high. Some teachers believe that integrating labor education into "Overall Ideological and Political Theory Course" is the responsibility of ideological and political teachers. There is a problem of insufficient understanding among ideological and political course teachers, who do not attach enough importance to practical teaching and only stay at the theoretical level. Professional course teachers are not enthusiastic and only focus on the development of their own profession, without paying attention to the role of going hand in hand with ideological and political courses. On the other hand, there is a serious deficiency in the subject of extracurricular education. Firstly, it is insufficient participation of social subjects. The "Overall Ideological and Political Theory Course" is a social system project that must "adhere to the principle of opening doors to offer ideological and political courses, promote the integration of practical teaching of ideological and political courses with student social practice and volunteer service activities, and combine ideological and political small classrooms with social large classrooms. [4]" As the main classroom of "Overall Ideological and Political Theory Course", society has not yet played an effective supporting role in the supply of educational resources and external conditions. Secondly, the regulatory efforts of the education regulatory authorities need to be improved. Although the education regulatory authorities have issued relevant documents on the integration of labor education into ideological and political courses, it has only remained at the level of document systems and has not yet been truly implemented. Finally, some family members and social entities remain isolated. Family is the first classroom for students to grow up, but when students enter colleges and universities, some parents basically give up their responsibility as the main body of education, leading to cracks in the integration of labor education into the "Overall Ideological and Political Theory Course" for educating people. From a societal perspective, there is not enough attention paid to the integration of labor education into the construction of "Overall Ideological and Political Theory Course", and it is believed that this is the responsibility of colleges and universities.

3.2 The Teaching Resources of Integrating Labor Education into "Overall Ideological and Political Theory Course" Being Not Fully Utilized

Although labor education plays an important role in "Overall Ideological and Political Theory Course", there may be a problem of underutilization of teaching resources for labor education in the teaching process. On the one hand, due to the broad knowledge and profound thinking emphasized in the "Overall Ideological and Political Theory Course", teachers and students may overlook the exploration and utilization of labor education resources in the tense teaching progress. This makes labor education often just a subsidiary part of "Overall Ideological and Political Theory Course" teaching, lacking sufficient teaching time and emphasis, making it difficult to form a deep understanding and experience of labor education. On the other hand, schools or educational institutions may invest relatively less in teaching resources for labor education. The limited availability of educational resources may prevent the "Overall Ideological and Political Theory Course" from providing students with more practical opportunities and resource support, limiting the depth and breadth of labor education. Students may only have a simple understanding of the concept and significance of labor in the classroom, without the opportunity to participate in practical labor practices, resulting in labor education becoming an empty slogan that is difficult to truly fulfill its educational function. To solve this problem, teachers and schools need to fully recognize the importance of labor education in "Overall Ideological and Political Theory Course", and pay attention to the exploration and utilization of labor education resources. Teachers can use diverse teaching methods to truthfully visit enterprises, rural areas, communities, etc., guiding students to deeply understand the essence and significance of labor. Through practical activities, students can personally experience the hardships of labor and the joy of achievements, thus deeply understanding the significance and value of labor education. In addition, schools and educational institutions can appropriately increase investment in teaching resources for labor education, build corresponding practical bases and laboratories, and provide more labor education resource support for students. By establishing cooperative relationships with social enterprises, public welfare organizations, etc., extracurricular practical activities can be carried out to provide students with a broader

platform for labor practice. Meanwhile, schools can also encourage students to actively participate in social volunteer activities. Through social practice, students can feel the importance and social responsibility of labor through practical work, thereby enhancing their labor awareness and sense of responsibility.

In short, the underutilization of teaching resources for labor education in the "Overall Ideological and Political Theory Course" is another practical dilemma for the integration of labor education into the construction of the "Overall Ideological and Political Theory Course". Only when teachers and schools fully recognize the importance of labor education, increase resource investment and support for labor education, continuously optimize teaching content and methods, can labor education be fully utilized in the construction of "Overall Ideological and Political Theory Course", allowing students to gain practical benefits and cultivate more young people in the new era who are brave enough to struggle and have a sense of social responsibility.

3.3 Simple Teaching Method of Integrating Labor Education into "Overall Ideological and Political Theory Course"

Teaching methods refer to the activity details of teaching methods, the specific activity states during the teaching process, and indicate the actual form of teaching activities. [5] The integration of labor education into the teaching method of "Overall Ideological and Political Theory Course" is relatively single, and specific manifestations include: firstly, it stays at only theoretical teaching in the classroom. Labor education is a highly practical form of education, but if theoretical discussions are only conducted in the classroom without practical operation and experience, the true essence of labor cannot be truly experienced. Secondly, there is a lack of cases and examples closely integrated with practical life and social development. Labor education should be closely integrated with practical life and social development. Through real cases and examples, students should be guided to understand and reflect on the importance of labor, the protection of workers' rights and interests, and the relationship between workers and social development. If it only stays at the theoretical level, it is difficult to arouse students' interest and thinking. Thirdly, there is a lack of diversified labor practice activities.

Although some schools have also introduced labor practice, such as practical courses, social practice, rural activities, community volunteer services, etc., by combining professional knowledge and participating in social practice, students can cultivate their hands-on ability and collective cooperation awareness. However, these practical activities lack systematicity and comprehensiveness, and have not yet been included in talent training programs.

3.4 The Teaching Evaluation System for Integrating Labor education into "Overall Ideological and Political Theory Course" Being Not Perfect

Teaching evaluation is an important component of education, playing a crucial role in improving teaching quality and student development. However, the integration of labor education into the teaching evaluation system of "Overall Ideological and Political Theory Course" may still have incomplete problems. The current teaching evaluation may focus too much on the assessment of student knowledge, neglecting the cultivation of their practical abilities and ideological qualities. Labor education is often simply summarized as a knowledge point, which is difficult to truly reflect the labor attitude and ability level of students, leading to a mentality of coping learning among students, and affecting the effectiveness of labor education. To address this issue, it is necessary to establish a more comprehensive teaching evaluation system. In the assessment of labor education, in addition to focusing on the assessment of knowledge points, full consideration should also be given to the cultivation of students' performance and ideological qualities in practice. Teachers can evaluate students' understanding and practical abilities in labor education through practical activities, social services, and other means. Through on-site visits, social research and other activities, students can experience the hardships of labor and the joy of achievements firsthand, thereby truly reflecting their mastery of labor education. At the same time, it is also very important to focus on cultivating students' ideological qualities and attitudes in teaching evaluation. Teachers can evaluate students' attitudes and performance towards labor education through daily feedback, group discussions, and student self-evaluation. Teachers should also emphasize the cultivation of students' love for labor, sense of social responsibility, and awareness of collective unity and cooperation, so that students can truly reflect

the spirit of labor in their studies. In addition, teaching evaluation should emphasize comprehensive evaluation and encourage students to comprehensively apply their learned knowledge and skills to solve practical problems. By conducting comprehensive practical activities, students can apply their knowledge and skills to solve practical problems, and cultivate their ability to think comprehensively and solve problems. Teachers can evaluate students' comprehensive abilities through practical observation, project reports, group presentations, and other methods, in order to comprehensively understand their mastery of labor education. In addition, it is necessary to strengthen the evaluation and guidance of the teaching quality of teachers. Schools or educational institutions can evaluate and guide the teaching level of teachers through teaching observation, classroom evaluation, and other methods, helping teachers improve teaching methods and enhance the teaching effectiveness of labor education.

In summary, the imperfect teaching evaluation system for integrating labor education into "Overall Ideological and Political Theory Course" is another practical dilemma. Only by establishing a more comprehensive teaching evaluation system, fully paying attention to the cultivation of students' practical abilities and ideological qualities, strengthening the evaluation and guidance of teacher teaching quality, can labor education truly achieve effective implementation in "Overall Ideological and Political Theory Course", and cultivate more young people with a spirit of hard work and struggle in the new era.

4. THE PRACTICAL LOGIC OF INTEGRATING LABOR EDUCATION INTO "OVERALL IDEOLOGICAL AND POLITICAL THEORY COURSE"

The urgent need to build a collaborative team, effective carrier, effective venue, and evaluation mechanism for integrating labor education into the "Overall Ideological and Political Theory Course" is based on the "big teaching staff view" as the important cornerstone, the "big classroom view" as the practical guidance, the "big platform view" as the educational medium, and the "big evaluation view" as the logical starting point. It is also a solid guarantee for promoting the implementation and effectiveness of labor education in the "Overall Ideological and Political Theory Course".

4.1 Building a Collaborative Team That Integrates Labor Education into the "Overall Ideological and Political Theory Course" with the "Big Teaching Staff View" as an Important Cornerstone

The Ministry of Education and ten other departments have issued a work plan to comprehensively promote the construction of "Great Ideological and Political Courses", proposing the construction of a "master education" system. In the process of building a "great teaching staff" system and promoting the integration of labor education into the construction of "Overall Ideological and Political Theory Course", colleges and universities should focus on strengthening the following aspects of work.

Firstly, in terms of education regulatory departments, party committees and education administrative departments at all levels should streamline the leadership and management system of integrating labor education into the "Overall Ideological and Political Theory Course", fully leverage the leadership function of "looking at the whole situation and coordinating all parties". Especially, the secretary and dean of the school should take the lead in entering ideological and political courses, closely contact ideological and political teachers, take advantage of important opportunities such as the first class and graduation ceremony, and actively teach the content of integrating labor education into the construction of "Overall Ideological and Political Theory Course". Secondly, in terms of the subject of education, professional course teachers and ideological and political course teachers should collaborate and actively communicate and exchange ideas. Professional course teachers should establish the concept of "Overall Ideological and Political Theory Course", actively participate in the development of ideological and political course construction, interact with ideological and political course teachers, and actively integrate labor education into the teaching process of professional courses. For part-time teachers of ideological and political courses, it is necessary to improve the appointment system for part-time teachers, actively select local excellent party and government leaders, renowned teachers and professors, labor models, and great country craftsmen to enter ideological and political classrooms. Thirdly, in terms of family, family education plays a foundational role in the growth and development of children, and is also an

important supporter of the construction of "ideological and political courses" in schools. Family education should focus on creating a good educational environment, emphasizing family ethics, tutoring, and lesson building, actively guiding students to participate in family labor, and cultivating labor spirit. Fourthly, in terms of society, colleges and universities should pay attention to the organic unity of "ideological and political small classrooms" and "social large classrooms", especially in news propaganda, cultural popularization, education and training, literary and artistic creation, online media, theoretical publishing, public management and other units. [6] They should also play the leading role of mainstream media, fulfill their main responsibilities, and actively promote the importance of labor education.

4.2 Taking the "Big Platform View" as an Educational Medium to Expand the Effective Venues for Integrating Labor Education into the "Overall Ideological and Political Theory Course"

In terms of the form of labor education, Marx once said, "it is necessary to combine productive labor, intellectual education, physical education, and comprehensive technical education." [7] Mao Zedong also proposed to encourage students to participate more in production labor courses, while Deng Xiaoping believed that the form of offering labor technology courses would allow students to use their hands and brains. It can be seen that labor education plays a crucial role in the process of student education in schools. For schools, in order to integrate labor education into the "Overall Ideological and Political Theory Course", it is necessary to build an effective education platform, break away from the education form of individual struggle, and provide students with a variety of labor education venues. [8] Using the "big platform view" as a medium of education means building a multi-level and diversified labor education platform, allowing students more opportunities to participate in labor practice and experience. Firstly, schools can establish labor practice bases and provide various labor practice activities. Students can participate in activities such as farming, handicrafts, and technological innovation in the base, cultivating their hands-on and practical abilities. At the same time, schools can also establish cooperative relationships with social enterprises,

public welfare organizations, etc., and carry out extracurricular labor practice activities. Students can participate in community services, volunteer activities, and contribute to society, enhancing their sense of social responsibility. In addition, modern technological means can also be utilized to build a virtual labor education platform. Through virtual reality technology, students can engage in labor practice in virtual scenes, enhancing their sense of experience and participation.

4.3 Taking the "Big Classroom View" as the Practical Guidance to Construct an Effective Carrier for Integrating Labor Education into "Overall Ideological and Political Theory Course"

To comprehensively promote the integration of labor education into the construction of "Overall Ideological and Political Theory Course", it is necessary to establish large classrooms with diverse forms and prominent characteristics. The first is to integrate labor education into classroom teaching. Ideological and political courses are the main channel and battlefield for colleges and universities to achieve their educational goals. Integrating labor education into "Overall Ideological and Political Theory Course" can integrate the latest labor spirit into young students, improve their theoretical literacy, and continuously cultivate their patriotism and love for the party. Teachers of ideological and political courses should fully utilize the main role of the classroom, integrate the spirit of labor into the educational goals of ideological and political education, and incorporate the basic content of labor education into specific chapters of ideological and political education in the course design and actual teaching process, so that students can appreciate the joy of labor education. Teachers can also increase students' interest and understanding of labor education through case analysis, discussion, and interaction in classroom teaching; at the same time, it can also encourage students to actively participate in discussions and express their opinions, enhance their sense of participation and subjectivity, and stimulate their enthusiasm for labor education. The second is to integrate labor education into practical teaching. Colleges and universities should clearly specify the credits and specific class hours for labor education in their talent training programs, so that labor education can be effectively implemented in practical teaching in colleges and universities. Combining professional courses with specific majors to connect with enterprises and

institutions can allow students to not only learn theoretical knowledge, but also engage in social practice and implement it in an organized and planned manner. The social classroom is a vast field of labor education, and universities should make good use of it. The third is to make efforts to enrich the forms and content of labor education with the help of the "Cloud-based Overall Ideological and Political Theory Course" platform. With the help of the "Cloud-based Overall Ideological and Political Theory Course" platform, students can fully tap into the wisdom and profound insights of ancient people's labor, showcase the great achievements of 5000 years of civilization history that have condensed the hard work and wisdom of workers, and help college students deeply understand that the people create history and labor creates the future. [9]

4.4 Starting from the "Big Evaluation View" to Construct an Evaluation Mechanism for Integrating Labor Education into "Overall Ideological and Political Theory Course"

In order to integrate labor education into "Overall Ideological and Political Theory Course", it is necessary to establish an effective evaluation mechanism to evaluate and guide the teaching quality of labor education. Therefore, taking the "big evaluation view" as the logical starting point, by formulating the content of labor education evaluation, the incentive and guiding role of evaluation can be fully exerted, and the fundamental task of fostering virtue can be implemented. This will comprehensively assess and evaluate the knowledge mastery, labor practice ability, and ideological and moral qualities of students. [10] Firstly, the evaluation mechanism can include various forms such as daily evaluation, practical reports, and social practice achievements. Teachers can guide students to form correct values and behavioral views through daily feedback and psychological counseling, and evaluate students' understanding and practical abilities in labor education through practical reports and social practice achievements. At the same time, peer evaluation and teaching observation activities can also be carried out, where teachers can exchange and learn from each other's experiences to improve the teaching quality of labor education. Educational institutions can organize teaching evaluations and teacher training to strengthen their attention and support for labor education. Therefore, in order to

integrate labor education into the construction of "Overall Ideological and Political Theory Course", it is not only necessary to build a "master's talent" system, but also to fully mobilize the enthusiasm of labor education educators; there is a must to build an effective education platform to provide students with a variety of labor education venues; At the same time, it is necessary to build a "big classroom",

Integrating labor education into the teaching of "Overall Ideological and Political Theory Course"; Finally, it is necessary to establish an effective evaluation mechanism to evaluate and guide the teaching quality of labor education. Only by fully implementing the "big teaching staff view", "big platform view", "big classroom view", and "big evaluation view" can schools, teachers and students truly achieve the goal of integrating labor education into the construction of "Overall Ideological and Political Theory Course", and cultivate more young people with a sense of social responsibility and courage to strive in the new era.

5. CONCLUSION

The unique value of labor education has not disappeared, but its role in cultivating new talents for the rejuvenation of the Chinese nation has become increasingly important [11], and the targeted nature of labor education in universities will be further enhanced. Labor is an important way for workers in the new era to achieve common prosperity for all and pursue a better life. Labor education bears the social responsibility of cultivating socialist builders and successors, and also carries the value function of promoting comprehensive human development. [12] The integration of labor education into the "Overall Ideological and Political Theory Course" in the new era must adhere to the important cornerstone of the "big teaching staff view" and build a collaborative team for the integration of labor education into the "Overall Ideological and Political Theory Course"; it is necessary to use the "big platform view" as an educational medium to expand the effective venues for integrating labor education into the "Overall Ideological and Political Theory Course"; it is also necessary to take the "big classroom view" as the practical guidance to construct an effective carrier for integrating labor education into "Overall Ideological and Political Theory Course"; there is also a necessity to start from the "big evaluation view" to construct an evaluation mechanism for integrating labor education into the "Overall Ideological and Political Theory Course".

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