

Practical Exploration and Innovative Path of Labor Curriculum Resources Development in Primary Schools in Ningxia

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Abstract: Labor curriculum is the core vehicle for labor education, and labor curriculum resources are the necessary conditions for its implementation. How to develop labor curriculum resources suitable for primary schools has become a key issue in promoting the better implementation of the labor curriculum. This issue has been widely discussed in recent Chinese literature. Based on practical exploration and achievements in Ningxia primary schools, this paper analyzes the "four major" challenges currently faced in the development of labor curriculum resources and proposes targeted, creative countermeasures. This provides a useful reference for enriching and perfecting the development of labor curriculum resources in Ningxia's primary schools.

Keywords: Ningxia Primary School; Labor Course; Resource Development

1. Introduction

As an important part of China's socialist education system, labor education directly determines the labor spirit, values, and skills of socialist builders and successors. The state attaches great importance to labor education and has issued a series of policy documents, such as the 'Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era'. In response, Ningxia has combined its regional characteristics with its educational reality to issue the Notice on the Implementation Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era[1], which sets out requirements for labor education content for lower and upper primary school grades. The labor curriculum is the core vehicle for labor education, and labor curriculum resources are essential for implementing it. Therefore, developing and utilizing labor curriculum resources suitable for primary schools has become a key issue in promoting the better implementation of the labor curriculum.

2. Practices and Characteristics of Labor Curriculum Resource Development in Ningxia Primary Schools

Ningxia's primary schools are actively exploring effective ways to develop labor curriculum resources. They integrate various forms and types of resources, creating a diverse range of innovative models and unique practices.

2.1 Development and Utilization of on-campus Labor Curriculum Resources

1) Utilizing basic resources like school venues, facilities, and the environment. For example, primary schools in Ningxia have fully leveraged on-campus resources like green spaces, gaps, classrooms, and libraries to develop various forms of labor curriculum resources. Many schools guide students in agricultural labor by creating campus "small farms" and "small nurseries".

2) Develop and utilize the labor-practice room—an essential resource and a key guarantee for the delivery of labor courses. For example, Huimin No.2 Xiaoguanhu Campus in Xingqing District, Yinchuan City has set up modern labor practice rooms such as cloud kitchen, 3D design and printing, AR scientific exploration and VR creation, from traditional labor education to modern science and technology education, from paying attention to labor knowledge and skills to paying attention to labor concepts, habits and quality. These labor curriculum resources are all through practical exploration to

form systematic and complete life skills.

3) Develop and utilize the resources of "three types of courses". Under the guidance of the famous labor education teacher studio, the No.13 Primary School in Litong District, Wuzhong has built the "133" labor curriculum system: to achieve a goal (comprehensively improve students' labor literacy); Grasp three dimensions (daily life labor, productive labor and service labor); Develop three types of courses (basic labor courses, characteristic labor courses and extended labor courses). This curriculum system not only covers the basic content of labor education, but also develops three types of curriculum resources that reflect regional characteristics and school characteristics.

2.2 Expansion and Integration of Off-Campus Curriculum Resources

Social labor practice base is an expanded resource for the implementation of labor curriculum, an important guarantee for industrial labor, agricultural labor and labor week activities, and an important supplement to school labor practice rooms. Primary schools in Ningxia actively expand off-campus curriculum resources and cooperate with various institutions to establish labor education practice bases. For example, some schools have built off-campus labor education practice bases with Lingwu Baijitan National Nature Reserve, Wuzhong Naval Ecological Park, Yili Dairy Factory, communities, social welfare organizations, research and education bases, etc., and developed many activity courses such as desertification prevention and control, farming picking, milk processing visit experience, garbage sorting, and creating civilized cities.

2.3 Construction and Application of Digital Labor Curriculum Resources

A notable feature of the development of labor curriculum resources in primary schools in Ningxia is the deep integration of information technology. Ningxia, as a demonstration area of "Internet plus Education" and later rated as "National Wisdom Education Platform Pilot in the whole province", has unique advantages in the construction and development of digital resources of labor courses. For example, Zuo's famous labor education teacher studio uses the network platform to carry out online labor education seminars and expand multi-dimensional labor curriculum resources[2]. Based on the columns of Famous Teacher Square and Activity Square of Ningxia Wisdom Education Platform, the top-level design was carried out according to the actual situation of the school labor education field, and the labor curriculum system was tailored. The construction of digital labor curriculum resources provides new ideas and methods for the development of labor curriculum resources. Through the network platform, schools can integrate high-quality digital labor curriculum resources, realize resource sharing, and improve the effect and influence of labor education. This model reflects the broader national trend of digital transformation in labor education[3].

3. Challenges in the Development of Labor Curriculum Resources in Ningxia Primary Schools

Although the development of labor curriculum resources in primary schools in Ningxia has achieved great results, it still faces some challenges. These challenges are mainly manifested in the following aspects.

3.1 Uneven Distribution of Urban and Rural Resources

There are significant differences in labor curriculum resources between urban schools and rural schools. These differences are confirmed by empirical studies across provinces[4]. On the one hand, rural schools are rich in local resources, but the human resources of labor curriculum resources are relatively scarce, such as few teachers in labor education. This shortage is compounded by uneven professional training among part-time teachers[5]. The material resources of labor courses, such as practice classrooms and equipment, are also relatively scarce. On the other hand, although cities have more practice classrooms, more advanced scientific and technological facilities and equipment, and relatively many contacts with the society, there are fewer labor places in their schools.

3.2 Fragmentation and Lack of Systematic, Long-Term Development

At present, only a small number of schools in Ningxia have established labor curriculum resource libraries. Although most schools actively explore the development of labor curriculum resources inside and outside the school, most of these developments stay in scattered activity designs, showing

fragmented and non-systematic characteristics[6]. In particular, there are "triple barriers" to the off-campus resources of labor courses: the excavation of family labor resources is marginalized due to students' academic pressure, the utilization rate of social practice bases is low, the excavation of school-enterprise cooperation resources is insufficient, and there is a lack of long-term development and utilization guarantee mechanism. The phenomenon of "one-shot sale" is mostly and the formalization phenomenon is obvious. Zhou identifies this as a systemic issue in off-campus resource integration[7].

3.3 Insufficient Teacher Capacity

There is a shortage of full-time teachers in labor education, and the professional ability of part-time teachers is uneven. Generally speaking, there are still some problems, such as teachers' insufficient awareness, ability and standardized development of labor curriculum resources. At the same time, there is a phenomenon of "matter-of-fact" in the development of curriculum resources. Only labor curriculum resources are developed, while the labor curriculum resources contained in other disciplines are ignored, which affects the quality and effect of labor curriculum implementation and the effect of comprehensive education.

3.4 Imperfect Evaluation System

While some primary schools have made innovative strides in evaluating labor education, few evaluations are specifically targeted at resource development, and even fewer highlight labor literacy. The evaluation system for labor curriculum resources is not perfect, making it difficult to scientifically measure the effectiveness of resource development. As noted by Zhao[8], few evaluations focus specifically on labor literacy development.

4. Strategies to Address Challenges

4.1 Develop Differentiated and Personalized Curriculum Resources

First, resources should be developed both on and off campus in a targeted and differentiated manner that reflects students' physical and psychological characteristics, interests and developmental needs, thereby increasing their willingness to engage in labor activities. Secondly, before curriculum development, it is necessary to investigate and analyze students' labor cognition, labor ability and labor emotion, and tap labor curriculum resources in combination with the reality of students' labor literacy. Thirdly, resources should be tailored to local and school-specific conditions, taking into account the contrasting resource endowments of urban and rural areas. For example, rural schools can make full use of natural environmental resources and develop labor curriculum resources such as local culture and ecological protection; Urban schools can focus on modern science and technology, industrial experience and other development of labor curriculum resources. This strategy is supported by case studies in rural schools across western China[9].

4.2 Adhere to the "Integration of Five Educations"

This approach aligns with the "five-domain integration" model proposed by Chen[10]. It is necessary to develop labor curriculum resources from other disciplines, form a "multi-integrated" labor education curriculum resource system, fully tap the curriculum resources that are deeply integrated with moral education, intellectual education, physical education and aesthetic education, develop integrated labor curriculum resources, and integrate them into other disciplines. For example, there are labor processes such as buying seeds, plowing the ground, sowing and watering in primary school Chinese "Peanuts"[11].

4.3 Promote Digital Transformation

Further strengthen the deep integration of information technology and labor education by building a digital resource platform that enables nationwide sharing. A "dual-wheel" model of "digital + labor" should be constructed to overcome temporal and spatial constraints. Thematic resource packages—such as digital kits for intangible-heritage handicrafts—AI-supported Q&A systems, demonstration videos and platforms that consolidate both on- and off-campus assets[12] can then be combined into a three-dimensional matrix of "knowledge storage—skills training—innovative practice"[13].

4.4 Strengthen Teacher Capacity

Strengthen the teacher workforce through multiple channels: deploying full-time specialists, recruiting qualified part-time instructors and delivering systematic professional-development programmes. In particular, the network platform can be used to carry out online training and teaching and research activities to improve teachers' professional ability. At the same time, we should focus on strengthening teachers' development of labor curriculum resources, and develop and utilize labor curriculum resources from various ways, angles and across time and space.

4.5 Form an Evaluation System Guided by Student Labor Literacy

The development of labor curriculum resources ultimately serves students' development. We should aim at the development of students' labor literacy and construct an evaluation system for the development of labor curriculum resources. In the development and evaluation of curriculum resources, it is the key evaluation point to make students form correct labor values, necessary character and key abilities. At the same time, the labor curriculum resources of students' participation, enthusiasm, collaborative spirit and problem-solving ability should also be regarded as the key points of evaluation.

The development of labor curriculum resources in primary schools in Ningxia has made great achievements in policy support, practical exploration and characteristic innovation, forming a labor education mode with local characteristics. Through the development of on-campus curriculum resources, the integration of off-campus resources and the integration with information technology, Ningxia has provided useful experience for primary school labor education. However, the development of labor curriculum resources in primary schools in Ningxia still faces challenges such as uneven resources between urban and rural areas, weak teachers' development ability and imperfect evaluation. In the future, it is still necessary to carry out in-depth research on the development of labor curriculum resources, sum up successful experiences and strengthen regional exchanges and cooperation. Through the above measures, the labor curriculum resources of primary schools in Ningxia will be richer and more perfect. Regional collaboration has been piloted in western provinces with promising results[14].

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