

Comparative analysis of family labor education between China and Russia

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China and Russia have a long tradition of family labor education, with consistency in the core and value pursuit of family labor education. Due to factors such as historical culture and society, the two countries also have shown their own characteristics in terms of family labor education concepts, content and methods. Based on the two countries' similarities and differences in family labor education, we can explore the development trends of family labor education around the world.

Keywords: *China and Russia, family labor education, comparative analysis.*

1. Introduction

With the accelerating process of globalization and the continuous development of social economy, the talent competition among countries is becoming increasingly fierce. As the first important place for cultivating talents, family education is particularly important. It is not only the cornerstone of individual growth and development, but also the foundation of lifelong education. Family labor education is an important component of family education and a key way to promote the development of individual comprehensive qualities. It has received widespread attention from countries around the world. China and Russia have a long history and both share similarities and differences in family labor education. Therefore, by comparing and analyzing the family labor education in contemporary China and Russia, we can gain insight into the development trends of family labor education around the world.

2. The similarities of Chinese and Russian family labor education

China and Russia have different cultural development backgrounds, but there are profound commonalities in the core and value pursuit of family labor education, which reflects the consensus of different civilizations on the essence of family labor education and nurturing.

2.1. Recognizing the special educational value of family labor education

Both China and Russia recognize the universal significance of labor education in cultivating well-rounded talents. They regard labor education as an important means of cultivating children's sense of responsibility, independence, comprehensive abilities, and healthy personality.

In China, the importance of labor education is emphasized in policies and regulations. The «Law of the People's Republic of China on the Promotion of Family Education» (2021) points out that family education should «help minors establish correct labor concepts, participate in labor within their capabilities, improve their ability to live independently and independently, cultivate excellent character traits of hard work and love for labor» [7]. With the update of educational concepts, parents have recognized the unique educational value of family labor education for children.

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In Russia, parents regard a love for labor as an important part of family education, believing that labor education can help children form correct labor values, master basic life skills, and lay the foundation for future independent living. Russians believe that love for labor and the ability to work are not innate, but need to be cultivated from childhood [1]. In rural families, the process of children's exposure to labor is gradual [2]. From the age of 3, they begin to undertake simple tasks such as driving chickens out of the vegetable garden. By the age of 5-6, they gradually integrate into the family's labor life, and as age increases, the complexity of labor tasks increases [3].

Both China and Russia also consider labor as an effective way to enhance children's physical fitness and shape healthy personalities. They believe that labor can hone qualities such as strength, courage, and confidence.

2.2. The content of family labor education is simple and diverse

The content and forms of family labor education in China and Russia are rich and diverse, with basic household chores as the core, covering handicrafts and gardening, adapting to children's ability development, and promoting children's comprehensive development.

The labor content of Chinese and Russian families does not pursue complex technology, but focuses on simple and daily household chores as the core content. The labor tasks are close to life, emphasizing «starting from small things» and emphasizing the cultivation of children's labor skills and life abilities through repetitive and basic tasks. The most common daily labor that children in Chinese families participate in is organizing and cleaning [10], such as folding clothes, sweeping the floor, and other basic household chores. They exercise their labor skills and life abilities through «doing their own things». Russian parent associations require children to participate in simple labor within their abilities from an early age, such as organizing toys, washing dishes, etc. These tasks are directly related to daily life, simple to operate but require long-term persistence. An overseas student in Russia once wrote: «Antoya began to clean the room with a vacuum cleaner when she was 5 years old, and it has been two years now. He also took on the housework within his ability, such as walking the dog and washing the dishes. In the villa, he is a good helper for adults to clear snow and weeds» [11].

The content of family labor education is not only limited to housework, but also integrates folk culture, manual gardening and social practice, which is both interesting and public welfare.

2.3. The way of family labor education is life-oriented

Both China and Russia emphasize «lifeization» in the way of family labor education, taking daily life as the carrier, training children's life skills and independence, establishing their labor consciousness, developing good labor habits, and promoting home-school cooperation.

In China, labor education advocates the joint education of families, schools and communities, among which families play a fundamental role, emphasizing

the need to «grasp labor education and practice opportunities in daily life such as food, clothing, housing and transportation» to realize the «dailyization of family labor education» [6]. Tao Xingzhi once said that «life is education». Domestic labor such as sweeping the floor and washing dishes is not only a simple life skills training for children, more importantly, it makes labor education life-oriented and integrated into life. It implicitly affects children, so that they can understand the meaning of labor and enrich their life experience, so as to promote personality healthy development.

Russian children's concept of labor responsibility is formed in the family [4]. Through specific labor tasks, children can understand their responsibilities to the family. Russian family labor education also values the home-school connection and cooperation. According to the progress of the school's «technology» course, parents guide children to complete the labor practice projects in homework, and provide the opportunities to practice labor skills in the home environment. Parents also guide their children to participate in social practice, such as participating in the maintenance of community public facilities, etc., to let children understand the value and significance of labor in the real environment.

3. The differences of Chinese and Russian family labor education

Due to the different cultural backgrounds, there are inevitably some differences between China and Russia in terms of the concept, content, and method of family labor education.

3.1. The concept of family labor education

3.1.1. China: Inheriting cultural customs and cultivating good character in family labor

Family labor education is not only the teaching of labor skills, but also an important carrier of cultural genes and personality development. The concept of family labor education in China is rooted in profound cultural traditions, emphasizing the inheritance of cultural customs, the cultivation of traditional virtues and the shaping of excellent qualities through labor.

Family labor becomes an important practice scenario for inheriting traditional culture. For example, «sweeping dust» before the Spring Festival is one of the traditional Chinese folk customs, which supports the good wishes of the Chinese nation to ward off evil and disasters and welcome good fortune. By participating in «dust-sweeping» labor, children can transform abstract moral norms into concrete behaviors in labor practices, strengthening the sense of family responsibility and promoting the inheritance of intergenerational culture. Labor is an important way to cultivate traditional virtues, cultivate traditional virtues such as diligence and thrift and hard work through labor, and shape the personality of children. Zeng Guofan, a famous minister in the late Qing Dynasty, wrote in a family letter: «Diligent and thrifty, hard work hard, can be happy, can make promises, this gentleman is also» [12], told his son that he can experience the

happiness of life in labor and achieve the personality of a gentleman. Modern families still generally agree with the view that «labor hones the will».

3.1.2. Russia: Cultivate independent ability in domestic labor

Russians mainly believe in Orthodoxy. Orthodox doctrine believes that labor is necessary for people and emphasizes the spirit of labor. Family labor education can cultivate children's love and respect for labor, which is an important way to cultivate children's independence, sense of responsibility and social adaptability. «Labor is a folk pedagogy with magical power, which has opened up a new source of educational wisdom for us. This source is unknown to the theory of book education. We firmly believe that only through the labor of sweat, calluses and tired people can people's hearts become sensitive and gentle. Through labor, talents have the ability to understand the world around them with their hearts» [9]. Orthodoxy advocates that human beings are equal in front of God. They emphasize the independence between people. Parents regard their children as independent individuals who have the ability to take responsibility, respect and cultivate their independence. Russian parents oppose to contract everything for their children, and encourage their children to take the initiative to participate in labor and complete it independently, while parents only provide guidance and encouragement in the process.

3.2. Content of family labor education

3.2.1. China: mostly basic daily family labor affairs

In Chinese family, daily life labor education occupies an extremely prominent position. Parents train the skills of their children's self-service and housework in the family, such as washing dishes and sweeping the floor. It can be seen that the content of family labor education in China is closely related to daily life, mainly focusing on the cultivation of personal basic life self-care ability. This characteristic makes the content of labor education relatively simple and easy to operate. The simple and easy-to-operate labor tasks increase the frequency of children's participation in labor, do not have fear of difficulties in labor, and enhance labor self-confidence, which can effectively ensure the smooth progress and completion of labor.

3.2.2. Russia: Mostly challenging domestic labor affairs

Russian family labor education has a wide range of contents. In addition to daily housework, there are also handicrafts, gardening and repairing simple utensils. Parents encourage their children to participate in creative labor such as repairing simple furniture and making handicrafts, so as to cultivate their children's hands-on ability and creativity. The content of domestic labor is more challenging, and the content of labor is designed according to children's interests and age characteristics. Parents often guide their children to gradually engage in various labor tasks, encourage them to take the initiative in labor, and even explore their career interests. Parents provide guidance and support in the process of children's participation in labor, and teach the details and methods, such as the correct use of tools, etc., to help children grow up in labor. The labor process is

usually learning-oriented, and children's ability to solve problems, patience and sense of responsibility are cultivated in the process of labor.

3.3. Family labor education method

3.3.1. China: Pursue labor results and emphasize labor efficiency

In Chinese family, parents are usually the dominant role, responsible for assigning tasks and supervising the completion. Parents assign clear labor goals to their children, strengthen their children's practical ability and sense of responsibility with goal orientation, and help their children develop the ability to solve problems pragmatically and efficiently. In this process, children can intuitively feel the fruits of their labor, such as the room from messy to neat, the dishes and chopsticks from dirty to clean, etc., which can strengthen the sense of self-efficacy and stimulate the motivation of children to continue to participate in labor. At the same time, family labor education also pays attention to labor efficiency and cultivates children's time management ability, which also meets the needs of modern society for «efficient talents». Under this family education and labor mode, children can learn important abilities such as process optimization and resource allocation through housework, which is conducive to helping children adapt to the efficiency-first work logic in the future workplace and further enhance children's social adaptability.

3.3.2. Russia: Pursue the labor process and emphasize self-worth

Russian parents mainly play the role of supporters and guides in family labor education, and are willing to communicate with their children as equal individuals. Parents encourage their children to choose labor tasks according to their own interests, so that children have full autonomy in the process of labor. Children can learn to think and solve problems by themselves, and receive the cultivation of independence. Parents do not interfere excessively with their children's labor process, and will also adjust their labor tasks and guidance methods according to their age, interests and abilities. In the process of growing up, parents guide children to transition from simple labor tasks to complex labor tasks through different guidance methods such as explanation and demonstration, encourage them to complete labor tasks independently, and help children find fun in labor and gain a sense of accomplishment. Parents care for their children's performance and progress in the process of labor, giving their children positive encouragement and positive feedback, and helping their children build a sense of self-confidence and responsibility.

4. Revelation

Through the comparative analysis of family labor education in China and Russia, we draw the following insights from it:

4.1. Contemporary family labor education highlights the integration of history, culture and the times.

Chinese and Russian family labor education is influenced by history and culture, showing local characteristics. China has attached importance to the family since ancient times. It has inherited China's excellent traditional culture in family

labor education, and inherited the traditional family virtues such as respecting the elderly and loving the young, and being diligent and thrifty, which deeply imprints the unique historical and cultural factors of the Chinese nation. On this basis, China's family labor education also keeps up with the times, carrying forward the labor spirit of new era, constantly innovating the content and methods of labor, and adapting to the development of globalization. Russian family labor education is also closely related to their history and culture, deeply rooted in Orthodox culture and the collectivist tradition. Orthodox doctrine emphasizes that labor is a sacred behavior. Families often cultivate children's sense of family responsibility and contribution through the joint labor of family members. The labor tradition of "glorious labor" has also continued to contemporary Russian families. In contemporary times, Russian families pay more attention to the balance between traditional labor education and the times. The law of the Russian Federation revised in 2020 clearly mentions «the protection of the rights of indigenous minorities in the Russian Federation» [5]. The cultural traditions, handicrafts, customs, etc. of indigenous peoples are protected by the state as cultural heritage and included in labor education. Russia combines the inheritance of traditional labor skills of ancestors with scientific management methods in contemporary labor education, which not only retains traditional cultural characteristics but also improves practical effectiveness.

Therefore, Chinese family labor education reflects the response of Confucian culture in global competition, while the adherence to autonomy and moral sense of Russian family labor education reflects the spiritual background of Orthodox culture. It can be seen that contemporary family labor education not only carries the genes of their own history and culture, but also constantly innovates in the changes of the times, highlighting the characteristics of the integration of history and culture with the times.

4.2. Development-oriented, life-oriented and diversification are the development trends of family labor education.

Development-oriented, on the one hand, refers to family labor education keeping pace with the times and cultivating talents to adapt to the needs of the future society; on the other hand, it emphasizes the growth and development of individuals in family labor education. Family labor education is not only to exercise children's living ability and labor skills, but also to shape children's independent personality and responsibility, cultivate innovative thinking and comprehensive ability in the process of labor, and promote the comprehensive development of children.

Life-oriented, that is, let labor education naturally integrate into life, engage in labor in family life, and give full play to the subtle role of family labor education. Through these daily life labor, families cultivate children's self-care ability and sense of family responsibility, and stimulate children's love for labor.

Diversification, that is, the form and content of labor education meets the development needs of children. Family labor education has developed from

«single housework» to «multiple scenarios». The family education scene is no longer limited to the family, but extends to the community. Families also explore the elements of labor education in traditional culture, such as embroidery, which not only exercises children's hands-on ability, but also inherits the excellent traditional culture.

5. Conclusion

Sukhomlinsky, a famous educator, believes: «The pleasure of labor is a great educational power» [8]. Family labor education has a profound impact on the cultivation of individual values, life skills and social adaptability. There are differences between China and Russia in terms of history, culture, society and educational concepts. Family labor education in the two countries not only has its own characteristics, but also shows the future trend of family labor education, which undoubtedly contributes educational wisdom to the development of contemporary family labor education.

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Сравнительный анализ семейного трудового образования в Китае и России

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Китай и Россия имеют давнюю традицию семейного трудового образования, с последовательностью в основных и ценностных стремлениях семейного трудового образования. Благодаря таким факторам, как историческая культура и общество, обе страны также продемонстрировали свои собственные особенности с точки зрения концепций, содержания и методов семейного трудового образования. Основываясь на сходствах и различиях двух стран в семейном трудовом образовании, мы можем исследовать тенденции развития семейного трудового образования во всем мире.

Ключевые слова: *Китай и Россия, семейное трудовое воспитание, сравнительный анализ.*

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