

Research on the Innovation of the Management and Operation Mechanism of Continuing Education in Higher Vocational Colleges in the New Era

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ABSTRACT

Based on the theory of continuing education management in the new era, this article studies the innovation of continuing education management models in universities, including: strengthening the concept of lifelong learning and continuing education, deepening the reform of continuing education and teaching, promoting the innovation of teaching models, change the curriculum, reforming the traditional assessment methods and other management work. It is necessary to find out the problem and propose corresponding management strategy improvement measures. Continuing education is fundamentally different from traditional education. Continuing education in colleges and universities should clarify the characteristics of continuing education and formulate a teaching management model suitable for continuing education, aiming to innovate the operating mechanism of continuing education management in higher vocational colleges.

Keywords: management, operation mechanism, innovation, continuing education

I. INTRODUCTION

In recent years, with the gradual deepening of the concept of lifelong education and lifelong learning, the management of continuing education, which is an important part of the lifelong education system, has become more important and a long way to go. Continuing education managers are both educators and managers. Their management ideas, management qualities, and management abilities directly affect the development of continuing education. Therefore, only by grasping the law of continuing education and improving, strengthening and improving the quality of the internal management staff and teachers of continuing education, can it comprehensively promote quality education and better cultivate the ability of continuing education students to comprehensively use knowledge and skills.

II. STRENGTHENING THE CONCEPT OF CONTINUING EDUCATION FOR LIFELONG LEARNING

Lifelong learning and continuing education have become the mainstream of modern social education concepts. Economists point out that the success of education is lifelong education. For one person, conventional education alone cannot meet the requirements of the development of a knowledge-based

economy and society. It is necessary to continuously learn new knowledge, master new technologies, and improve the ability to adapt. Education is lifelong, that is, education and learning, from the cradle to the cemetery, runs through a person's life. Now that the world's science and technology are changing with each passing day, the aging of knowledge is gradually accelerating. And under the new situation where the cycle of technology and product updates is getting shorter, new knowledge and new technologies should be constantly added. Therefore, it is necessary to re-educate and re-understand the concept of "lifelong education" throughout the society. To receive continuing education has become a necessity for the survival of every citizen in this century. As the administrative department of continuing education, it should attach great importance to the work continuing education, innovate continuing education, combine reading and learning with discussion, integrate classroom teaching with practical exercises, and combine traditional teaching methods with modern teaching methods. It is also necessary to innovate the system in teaching evaluation, examination assessment, and combination of learning and use, and form a set of evaluation and assessment incentive and restraint mechanisms to promote continuing education, so that continuing education can become important channel to enhance the potential of each citizen and adapt to economic development.

III. IT IS THE CORE TO DEEPEN THE CONTINUING EDUCATION AND TEACHING REFORM

From the perspective of educational concepts, continuing education managers must adhere to the dialectical unity of knowledge, ability, and quality, the unity of general education and professional education, the unity of teaching, deconfusion and inspiration, the unity of humanities education and science education, the unity of all-round development and personality training, and the unity of school education and social education. It is also necessary to insist on the combination of theory and practice, the combination of inside and outside the classroom, and the combination of academic and application, to cultivate a large number of talents with general and specialized, innovative ability, and humanistic and scientific literacy, rich personality who are able to adapt to the complex and changing future "general", "composite", "innovative" and "international" in the society.

With the development and change of the social situation, the current continuing education and teaching reform has developed in three aspects: integrality, comprehensiveness and practicalness. Under the traditional teaching management system of China, the fundamental defect of simply taking exams as the standard for evaluating students and teaching process as the standard for evaluating teachers is that it restricts the cultivation of innovative talents. Under this system, the personality of the students cannot be brought into play, and the specialty of the teachers cannot be fully promoted. Cultivating the 21st century interdisciplinary talents requires reforming the traditional teaching management system, truly implementing goal management, strengthening supervision of teaching quality, and establishing a practical and effective incentive and evaluation mechanism.

IV. PROMOTING THE INNOVATION OF TEACHING MODEL

The reform of the teaching model plays an important role in the reform of continuing education. The key to deepening the reform of teaching models is to innovate in the aspects of training objectives, training models, curriculum content and systems. First of all, according to the requirements of the comprehensive construction of an innovative and modern country for the knowledge, ability and quality of talents, it is necessary to determine the training objectives of continuing education characteristics so that the training target not only have higher ideological and moral qualities, professional ethical qualities, but also have a reasonable knowledge structure and ability structure, and have a strong sense of innovation and ability. Secondly, there must be a fundamental change in the training mode and teaching mode: from test-oriented

education to quality-oriented education; from the emphasis on knowledge transfer to the quality training and intelligent development; from the discipline-based theoretical and theoretical type to the direction of ability-oriented application-oriented, and professional-oriented. Third, the content and system of the course must track the frontier level of subject development, reflect the new trends, new achievements, and new requirements of the socialist market economy in modern society, economy, technology, and culture, and should adjust the reform according to the knowledge structure, intelligence structure and quality structure that a person should have in all-round development and lifelong development.

Continuing education managers should establish more flexible teaching management systems in the management process, such as flexible admissions systems, training systems, and credit systems, etc., to enhance students' independent choices, allow students to complete their studies in stages, allow students to advance or extend their studies years, etc., and make students have more autonomy in choosing majors, courses and learning methods. The second is to reform the talent evaluation model. In particular, it is a must to change the traditional concepts and evaluation methods of teachers' one-way instillation of knowledge, using test scores as the sole criterion for measuring the success or failure of education, and establish a flexible evaluation system that meets the needs of talent training in the new era and put it into practice to constantly adjust, optimize and improve. The third is to promote the modernization of teaching management methods. The School of Continuing Education must establish a modern teaching management system and information service system, effectively and timely carry out the information monitoring of teaching activities, perfect the education and teaching management system, and form an effective organizational guarantee.

V. CHANGING THE SETTING OF CURRICULUMS

Due to the tendency of "general education", various types of continuing education colleges in China have set up courses in accordance with ordinary college-based and specialized curriculum settings, which lacks the characteristics of continuing education. Under the condition that "diplomatism" still has a market, such a setting of curriculums has room for survival. With the changes in the source structure and learning needs of continuing education colleges and universities, if the curriculum setting model of general higher education is still adopted, it will inevitably encounter bottlenecks. It can be said that the curriculum setting is the key to the internal reform of continuing education. Only by realizing curriculum innovation can it reflect the characteristics of continuing education; only by

continuously deepening curriculum reforms to truly meet the needs of continuing education and learning, can continuing education capture the market. Specifically, the setting of continuing education curriculums should follow two major principles, namely the principle of practicality and the principle of subjectivity. The principle of practicality requires the curriculum to reflect the needs of learners and social development. The principle of subjectivity requires that the curriculum to reflect the characteristics of adult learning, taking into account their physical and psychological needs.

VI. REFORMING TRADITIONAL ASSESSMENT METHODS AND INNOVATING THE CHARACTERISTICS OF CONTINUING EDUCATION AND LEARNING

At present, the examination of continuing education almost only focuses on the assessment function of the examination. There is a phenomenon of emphasizing more on the scores than the ethos and process, and the test score is the only measure to evaluate a student. According to the characteristics of continuing education, continuing education should give top priority to the cultivation of student quality and ability, deepen the continuing education reform, and give full play to the guiding role of examinations in teaching reform. Therefore, it is necessary to adopt various forms of examinations to comprehensively assess the learning effect of students. It will also be necessary to choose different test methods for different test content to achieve the unity of test content and test format. For example, it is advisable to use closed book format to measure student performance when checking students' proficiency in basic knowledge, basic concepts and principles; in the writing test, exploratory or open-ended questions can be introduced. Teachers try not to give students specific questions and only give requirements. As a result, the situation of the same articles in the past and the visual fatigue of the reviewers were changed, and a large number of novel, chic and energetic works appeared, which also greatly promoted the subsequent writing teaching; the layout operation can perform the elastic requirements in quantity, and carry out the rigid requirements in quality rather than quantity. Therefore, for different curriculums, different examination methods must be selected. Only by specifically analyzing and studying the different roles played by different majors and courses on talent training, as well as the requirements to achieve different goals, and deliberately determine the content and methods of examinations, can the examination become scientific.

VII. CONCLUSION

In summary, continuing education is an important part of the lifelong education system, and it is also a part of the modern education system that is most closely related to economic society. As an important carrier and way for colleges and universities to serve the society, continuing education is moving from the edge of the university to the center, facing a new situation where opportunities and challenges coexist, and transformation and development are in sync. It is an important historical issue that will be faced of how colleges and universities should grasp the pulse of the development of the times, actively explore the innovative management, connotative features and development laws of continuing education in the new era, and promote their healthy, coordinated and sustainable development.

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