

Problems and Countermeasures in the System of Life-long Education with Chinese Characteristics

Hefei Li, Shengguang Yan

North China University of Science and Technology, Tangshan City, Hebei Province, 063000, China

Keywords: Chinese characteristics; Life-long education system; Problems; Countermeasures

Abstract: China is in the period of social transformation. The construction process of new industrialization, informatization, urbanization and agricultural modernization is bound to have a profound impact on the construction of life-long education system and the construction of learning society. Different parts of the world will naturally encounter different problems in the different stages of building a life-long education system. Therefore, it is of great practical significance for the establishment of a learning society to carry out the first trial of the regional life-long education system and to sum up the experience and lessons. Based on the author's learning and practical experience, this paper first analyzed the problems in the life-long education system with Chinese characteristics, and then put forward some relevant solutions.

1. Introduction

The concept of modern life-long education began in 1960s. In 1965, French education expert Paul Langeland first systematically discussed the concept of modern lifelong education. In 1972, the UNESCO International Education Committee published a report, "milepost significance to survive: the world of education today and tomorrow". This report systematically and profoundly expounds the theories and principles of lifelong education, officially confirms the lifelong education theory put forward by Paul Lengrand, and advocates lifelong education as the guiding ideology for all countries to make educational policies in the future. The idea of lifelong education has made a qualitative leap in the modern educational thought of the world. For Chinese education, speeding up the construction and improvement of modern life-long education system is of great practical significance for promoting the construction of modern education system, improving the overall quality of the whole people and realizing the goal of a well-off society in an all-round way.

2. Problems in the System of Life-long Education with Chinese Characteristics

2.1 Legislation on lifelong education at the national level has not yet been included in the agenda

On the level of educational concept, life-long education is the deepest and most thorough revolution to traditional education, and is the core embodiment of modern educational thought. The construction and development of the life-long education system not only needs political, policy, economic, institutional, and cultural environment, but also requires a strong incentive mechanism. As mentioned above, Shanghai, Beijing, Jiangsu, Yunnan and Shenyang have formulated or are in the process of formulating local laws and regulations on lifelong education. It is worth noting that, in 2005, Fujian Province, the ten NPC Standing Committee in Chinese, pioneered the "regulations of Fujian province on promoting the life-long education". In accordance with the regulations, the people's government of Fujian province has established the Fujian Province Life-long Education Promotion Committee according to law. At the end of 2007, the Civil Affairs Department of Fujian Province approved the establishment of the "Fujian Provincial Society for the Promotion of Life-long Education". The methods and measures to promote the construction of life-long education system and the construction of a learning society through legislation in Fujian Province, not only has greatly promoted the development of lifelong education, but also formed a "Legislative

Guarantee, Government-Led and National Participation" mode, which is conducive to ensuring citizens' right to education and equality, enabling people to benefit from social harmony. Although the introduction of relevant laws and regulations can provide legal protection for the construction of lifelong education system, and because of the traditional Chinese concept of education, the concept of school education has long been deeply rooted. As a revolutionary concept of life-long education, there are still many challenges to be accepted and put into practice by the whole society. Although the state has enacted the Education Law, the Compulsory Education Law, the Higher Education Act and the Vocational Education Law and so on, the concept of lifelong education has been incorporated into these laws. However, legislation on lifelong education has not yet been included in the agenda. The absence of relevant laws and regulations at the national level restricts the strength, speed, scale and process of the construction of lifelong education system to a certain extent.

2.2 The national level has not yet established a life-long education coordination and coordination institution

In order to effectively promote the construction of life-long education system, we need to strengthen the overall planning, combined with the actual situation of China, learn from the useful experience of other countries, and draw up the implementation plan of lifelong education system. We need governments at all levels to strengthen the importance and leadership of this work, strengthen coordination and cooperation among all relevant departments and units, mobilize the whole society to care, support and participate, and form the resultant force of life-long education and lifelong learning. However, due to the influence of planned economy, the educational management system in China has long been in a state of "fragmentation and multi management". It requires a high-level national leading body to coordinate the leadership so as to unite various social forces and create a suitable environment for the construction of life-long education system.

2.3 Most of the learning organizations are still in the primary stage

In the process of building a learning organization, because of the imperfection of the system, mechanism, system and social security, the learning organization is still in the primary stage as the main form of lifelong education system. For example, the most direct and effective way to build a learning enterprise is to carry out education and training. In the early days of the founding of the people's Republic of China, the state attached great importance to the education and training of enterprises, and established a more systematic management system and corresponding system. But with the establishment of the market economy and the expansion of the autonomy of the enterprise, especially the reform of the government departments and the transformation of government functions, this objectively results in the lack of corresponding policy support, encouragement and guidance in the development of education, training and learning of enterprises, which leads to the weakening and vanity of macro management. Moreover, it is extremely disadvantageous to the construction of learning enterprises.

2.4 The construction of lifelong education system in various places is unbalanced

To pay attention to the balanced development of life-long education system is to pay attention to education equity and equal opportunity. At present, the practice of constructing the life-long education system in all parts of the mainland shows an extremely unbalanced development trend. There is a big gap between the development level of the life-long education system in the east, the middle and the west in China. The reasons for the gap between these regions are very complex. Among them, the imbalance of economic development among regions is the main reason for the regional disparity in the construction of life-long education system. In addition, the natural geographical environment is also an objective factor that affects the distance between the two levels of life-long education system, which has a certain impact on the conditions of running schools, learners' physical and mental health and learning. This effect is also shown in the distribution and quality of life-long education resources. The vast territory of the mainland and the large number of nationalities, the living habits of different ethnic groups and regions have great differences in

educational concepts, which affects the construction of life-long education system to a certain extent. The local education policy in each region and its financial input to education are also the direct cause of the gap in the construction of the level of the life-long education system.

2.5 The theoretical research on the construction of life-long education system lags behind practice

There is no correct action without a scientific theory. Without systematic research, deep understanding and full mastery of the theory of building a life-long education system with Chinese characteristics, it will be difficult to grasp the correct practical direction. It is unavoidable to build an action with blindness. At present, the life-long education system is still in the understanding of the state public opinions are divergent., and it is unable to agree on which is right. The concrete manifestation is that the expression of life-long education and life-long education system is not clear in educational organization; many educational administration departments and even the educational research departments have no specialized life-long education research institutions or special researchers. There are few papers and books on the high level of life-long education research.

3. Countermeasures and Suggestions

3.1 Increasing the government's overall planning for life-long education resources and placing the national education legislation on the national level on the agenda

Based on the situation of lacking the current life-long education resources, especially in the central and western regions and the vast rural areas, and life-long education resources are still quite poor. In the integration of life-long education resources, we can take the following measures: First of all, it is necessary to establish a leading institution for the construction of a learning city, so that to coordinate the balanced development of all levels and types of education within the central government, to promote the coordinated development of formal and non-formal education and to promote the coordinated development of formal and non-formal education. We should strengthen the mutual communication between vocational education and general education, and strengthen the effective connection between pre service education and post vocational education. We should innovate the learning system, establish the mutual recognition and connection mechanism of different types of learning results, and build a "cross bridge" for the whole people's life-long learning. Secondly, we should integrate community education resources and improve community education management system, so as to enable community education and training institutions to carry out various forms of community education for all community residents. Third, we should rely on institutions of higher learning, scientific research institutes and large enterprises to establish life-long education institutions for professional and technical personnel. We want to establish the lifelong education and training institutions to encourage enterprises joint occupation colleges, and provide job training for employees and provide occupation training for unemployed personnel transfers. Fourth, we need to formulate appropriate policies to encourage all kinds of schools, libraries, museums, science museums, art galleries and other social and cultural education institutions to carry out various forms of social education with rich contents for the society. We should mobilize social forces to develop education for the elderly, women's education, parents' education and leisure education. Fifth, we need to strengthen the management of adult education and training institutions in rural areas, and improve the network of rural adult education institutions in three districts, towns and villages, and carry out extensive rural practical technology training and rural labor force transfer training. Sixth, we must build a life-long education network university with a wide coverage, form an open life-long education platform, and provide a flexible and personalized life-long education service for the majority of learners. Given that the national level of life-long education laws and regulations have the highest function of the construction of a life-long education system, we would like to recommend the legislature and the relevant departments included in the schedule as soon as possible in the full research of life-long education legislation

based on the national level and the introduction of relevant laws and regulations at the right time to enhance the continuous guidance, support and normalize on the construction of life-long education system with Chinese characteristics.

3.2 Establish a special research institution for the lifelong education system

The study of the theory and practice of the construction of life-long education system is of vital importance to the construction of the life-long education system with Chinese characteristics. In the process of promoting the sustainable development of the life-long education system, many theoretical and practical problems need to be studied and explored. For example, the participating subjects of all levels and kinds of education are following the law of educational development and adjusting their own orientation and behavior constantly according to the changes of internal and external conditions; governments at all levels have gradually achieved legalization and institutionalization in policy making, system guarantee, standard formulation, information consultation and fund support; practical activities like industry enterprises, various government and non-governmental organizations, community, family and social members participating in the construction of life-long education system are gradually becoming subjectivation and normalization, etc. Therefore, it is necessary to set up a special life-long education research institution to provide macro and micro guidance for the construction of life-long education system.

4. Conclusion

In order to meet the needs of establishing a learning society, we must first solve the problems in the life-long education system with Chinese characteristics, so as to establish a perfect system of lifelong education. The construction of a life-long education system is a long-term and arduous task, which requires the joint efforts of all aspects of power. This requires us to take a series of effective measures from top to bottom and from inside to outside. Only in this way can we change the current situation of our lifelong education system, and establish a perfect and scientific life-long education system.

Acknowledgement

Research topic of Hebei Province social science development: Investigation and development of the present state of life education institutions in Hebei Province (201603040155)

References

- [1] Zhang Meilin, Luo Xiaoping. A Summary of the Research on Non-academic continuing Education in China. [J]. Adult Education, 201, (11):11-15.
- [2] Jian Youguang. The Problems and Countermeasures of Community Education in China under the Construction of Life-long Education System[J]. Journal of Guangdong Polytechnic Normal University, 2017, (03): 1-5+39.
- [3] Guo Suyu. Study on the Lifelong Education System in China's Countryside. [J]. Continuing Education Research, 2016, (01): 34-36.
- [4] Su Guozhu. The Problems and Countermeasures of Self-study Examination under the Life-long Education System[J]. Journal of Bengbu College, 2012, (05): 106-108.
- [5] Ye Tong. Research on the Construction of Modern Life-long Education System in China[J]. Chinese Adult Education, 2009, (21): 8-9.
- [6] Cao Jingxin, Zhang Liping, Chen Baojun, Tian Wenfu, Sun Yongmei, Luan Kun, Wei Yumei. The Main Problems and Relevant Countermeasures in the Construction of Lifelong Education System with Chinese Characteristics. [J]. Continuing Education Research, 2008, (08): 1-2.
- [7] Li Jianqiu. Thinking and Countermeasures on Constructing the Life-long Education system in Shenzhen. [J]. Journal of Shenzhen Polytechnic, 2006, (04): 69-76.