

On Construction of Lifelong Education Community from the Perspective of Community Education

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Abstract—The construction of a lifelong education community can lay a solid foundation for the development of lifelong education as a whole, and ultimately achieve the promotion and convergence of social education. In recent years, China has invested a lot of manpower and material resources in lifelong education and community education, and has achieved good feedback, and established a community education network system, and gradually formed a lifelong education community structure. However, in the actual operation process, there are still a series of problems in community education. It is necessary to formulate a unified charter in the process of continuous exploration, gradually clarify the role that government departments play in, and constantly optimize the allocation and sharing of resources. Efforts should be made to improve the construction of a lifelong education community in China.

Keywords—Community education, lifelong education community, network system

Education and community are inextricably linked, and they are integrated in a special way. After the concept of "community" was put forward, it was constantly cited in different fields. Therefore, with the development of society, the concept of "community" has also been introduced into the field of lifelong education, and "open" and "sharing" have been taken as the core concepts to mobilize social forces to constantly excavate and integrate various social resources and educational resources. We should constantly explore theories and reflect in practice to improve the convergence level of social education and realize and optimize lifelong education in China. Nowadays, lifelong education has been well developed in China, which improves people's scientific and cultural literacy and is conducive to the social management work. Community education is an important carrier and way of lifelong education in our country. It is the basis of realizing lifelong education in our country. It also provides a lot of social management theory and practical experience, which is beneficial to the cultivation of lifelong education community.

I. INSTITUTIONAL BASIS OF CONSTRUCTING LIFELONG EDUCATION COMMUNITY

With the strong support of the state, the construction of lifelong education and community education in various provinces and cities in China has achieved better results, and accumulated rich experience in the process of exploration. Relevant departments across the country are constantly exploring the development of lifelong education and community education in China, and are gradually forming the prototype of a lifelong education community.

The operation of community education is related to the dependence, restriction, promotion and function of various elements of community education, that is, community education is the result of the operation of internal elements. The interaction and mode of action between the components and components of community education are two important components of community education. In order to promote the community education in our country, all provinces and cities continue to study theories and practice the theories, and build a suitable community education model and operational mechanism based on the results of practice to create a good environment for the cultivation and development of the lifelong education community.

II. ANALYSIS OF MAIN PROBLEMS

A. Insufficient Overall Management and Policy Guarantee From Government

In a long period of practice, we find that although the government has formulated some policies for the community of lifelong education, most of these policies remain in the top macro-level design, lacking detailed solutions when facing specific problems. At the same time, there are also shortcomings in micro-and targeted policy protection. Therefore, in the process of building lifelong education community, many community education departments are difficult to solve more complex problems, which is not conducive to integrating resources and coordinating the work of various departments. Recent research results show that among the community education institutions, the community education institutions at the street and township levels are facing the most problems during their operation, which needs more comprehensive support from the government. Community education centers at the street and township levels are an important part of community education and play a role of linking up and down. Therefore, the government should increase the investment in human and material resources of community education centers at the street and township levels to ensure the support of policies, funds, technology and infrastructure.

B. Poor Integration of Resources

To a certain extent, the content and purpose of the lifelong education community is to integrate and share educational resources and social resources. With the collaboration and communication between the components of the lifelong education community, the ultimate goal of resource integration and sharing can be achieved. All units of the lifelong education community need to develop and build resources, and they also enjoy the right to use resources. They are the beneficiary of resource integration. However, the level of resource integration among the components of the lifelong education community is low, and there is only a small share of software resources such as community education and teacher resources. In addition, for the various components of the lifelong education community, that the gap between regions and the lack of links between organizations, institutions and departments hinders the construction of resource sharing in the lifelong education community which is particularly prominent in the field of higher education.

C. Low Quality and Ability of Community Education Personnel

The quality of the community's educators and the level of professionalism are directly related to the quality of community education work, and they also affect the cultivation of lifelong education community. Therefore, the quality and level of community educators need to be further improved. Studies have shown that the overall professional level of educators in community education institutions and departments is low. Especially in the streets, towns, communities and other areas, the professional quality and teaching ability of educators have a lot of room for improvement. At the same time, these lower-level educators have difficulty promoting the overall development of community education, leading to the lack of educational content. Although community education has been supported by nearby universities and vocational colleges, community education is an emerging education model. It lacks professionals with relevant literacy skills, and is difficult to meet the requirements of construction of lifelong education community, which hinders the development and integration of community education resources.

III. COUNTERMEASURES AND SUGGESTIONS

A. To Strengthen the Management and Guarantee of the Government, and Clarify the Role and Function of the Government

Letting the government play an important role in the top-level construction of the lifelong education community is a great guarantee for the construction of the lifelong education community. If the government fails to find its own orientation in the process of lifelong education construction, lifelong education, community education institutions and organizations will lack precise goals. Once faced with problems, it is likely that there will be a situation of "kicking the ball" and reduce the correlation. The efficiency of the department's work has a very negative impact on community education and lifelong education institutions. Therefore, government need to play a top-level design role in the construction of lifelong education community to ensure the normal operation of the organization and give full play to its functions. A coordination department is organized and set up by government to collect and mobilize various types of social resources, optimize the allocation of resources and maximize the utilization of resources.

B. To Unify the Chapter and Statute the Development of Educational Community

With the continuous development of society and the continuous improvement of people's demands on themselves, people's learning needs are constantly rising, and the government and society continue to turn their attention to community education and lifelong education. However, the promotion of lifelong education in China is still in its infancy, and the development mode and institutional structure still need to be continuously improved and optimized, and the related legal system construction needs to be perfected. Due to the lack of relevant laws and regulations and faults, lifelong education is subject to various restrictions and lack of legal protection, which is not conducive to the construction of lifelong education community. In addition to laws and regulations, a unified charter is also an important guarantee for the construction of a lifelong education community. By perfecting relevant laws, regulations and regulations, we can create an equal and unified environment for the construction of the lifelong education community, and gradually meet the development needs of the members of the lifelong education community in the process of implementation.

C. To Strengthen Resource Integration and Sharing, and Focus on Scientific Research

In the process of building lifelong education community, the two core concepts of "open" and "sharing" must be emphasized. The administrative departments of different industries and organizations should be connected, and the lifelong education resources in the region should be made full use of to concentrate the strength of society, and integrate resources from different levels and angles. It is beneficial to finding shortcomings in practice, and optimizing and improving them in time to achieve the great goal of the construction of lifelong education community. Among them, social organization is an important component of the construction of lifelong education community. The public welfare and service nature of social organization, as well as its rich social resources, can greatly accelerate the integration of education and society, and build a harmonious, people-oriented and sustainable development of a fine regional lifelong education ecosystem model. In addition, there are few studies on lifelong education in China, and the related results of scientific research are scarce, which is different from the growing learning needs of people. Therefore, community educators need to actively carry out scientific research work.

IV. SUMMARY

Community education is an educational model around us that is closely related to everyone. Therefore, whether citizens are willing to participate in community education is a huge problem in the construction of lifelong education community. Only when the citizens themselves realize the importance of lifelong education will they stimulate the enthusiasm and subjective initiative of the citizens for lifelong education, and can they fundamentally promote the development of the lifelong education community. In order to better build a community of lifelong education, it is necessary to gather various channels and platforms to publicize the concept of lifelong education, and to launch training activities with the support of the government to put lifelong education into practice and promote citizens' voluntary participation in lifelong education.

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