



An Analysis of the Basic Construction of Chinese Lifelong Education Teaching System in the National Education Teaching System in the Early 21st Century

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Abstract: This article mainly attempts to explain in depth the possibility and necessity of the integrated and coordinated development of the current national education and higher lifelong education systems and in-depth discussion on the importance of the integration of “lifelong learning” to effectively promote and improve the five systems of higher lifelong education Guidance and significance, and in-depth research on the main mechanism obstacles to the integrated and coordinated development of the five systems of general education, vocational education, adult education and higher lifelong education in China. These provide in-depth specific countermeasures and suggestions for the feasibility and implementation of the current integration of the central city of Shanghai Thinking about analysis and research.

Keywords: National Education System, Lifelong Education System, Integrated Development, Countermeasure Thinking

1. Introduction

Lifelong job learning is developing into an important part-time life learning method for young people in China’s modern economic society. In today’s building of a learning-oriented well-off society, we must use the modern lifelong post-learning education concept as a guide to promote the reform of the modern lifelong education system and teaching innovation, in-depth research and exploration to promote general education, vocational education, adult education and modern lifelong education learning The organic integration and coordinated development of the system and the continuous improvement of a modern lifelong education learning system. The goal is to efficiently meet the needs of China’s growing and strengthening lifelong education and learning market and gradually form a strong leading, boosting and driving role for the sustained development of the national economy and society of the pilot city of Shanghai.

2. The connotation and strategic significance of the construction of a complete lifelong education system

2.1. The connotation of a complete lifelong education system

In the 1960s, the famous French recognized educator Langrand put forward the view of lifelong education. Once this viewpoint was put forward, it immediately led the development of educational thought [1]. As the main advocate of the concept of international lifelong education and other female figures, Ms. Langrand clearly proposed “permanent learning at the first meeting of the first international committee for the development of lifelong education held by UNESCO in Paris in 1965. “This educational philosophy[2]. Starting with the speech at the conference, lifelong education has attracted the attention of the masses due to its unique educational concepts and phenomena, which has aroused great interest. In the spring of 1972, members of the 2011 International Lifelong Education Science Development Cooperation Committee gave further detailed explanations and explanations on the ideas of lifelong education development in

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doi: 10.18282/le.v9i8.1971

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Chinese through a work report. Since then, the development concept of lifelong education has also entered developing and developed countries successively, and the research and formulation of lifelong education development policies are also planned.

2.2. The strategic significance of the construction of a complete lifelong education system Lifelong education, as a brand-new educational concept and educational guiding ideology. It has made an epoch-making boost to the development of modern education. It clearly points out the basic positioning of school education in various life courses and points out that school education should always accompany a person's final life. It integrates school education and human society, and coordinates and promotes school family education, school vocational education and other social group education [3]. To a certain extent, it is concluded that education must adapt to the development needs of the society in order to reflect its value, and education needs to be continuously adjusted and adapted in accordance with the law of human development. Due to the rapid development of the times, education has gradually become historical. Education has changed from a traditional single educational activity to a brand-new social behavior, which has further penetrated into people's lives, both large and small [4]. The concept of lifelong education enlightens people to keep learning and progress during the long journey of their lives.

3. The possibility of integrated development of the national education system and lifelong education system

3.1. National education is an important dependent foundation for building a lifelong education system

The national education system is an important carrier system that guarantees the government's implementation of civic education [5]. The national education resources are the richest and the social awareness is the highest. In practice, the development of lifelong education and general education resources are socialized and shared, highlighting that the national education system is becoming an important dependent foundation for the development of the lifelong education system. At present, under the guidance of the modern lifelong education concept, it is leading the limited opening of national education resources to full sharing, and the development of education at all levels and types is moving towards the goal of "promoting the all-round development of people" [6], cultivating learners' learning ability, Living ability, employment and entrepreneurship ability, and meet the needs of community education, senior education and leisure education.

3.2. The concept of lifelong learning has guided the natural integration of various education and lifelong education systems

The construction of the lifelong education system of the whole society is developing in a deep direction, the interdependence between national education and lifelong education is deepening, and the traditional boundary attributes become blurred. The concept of modern lifelong learning is leading learners to transform from "passive education" to "master learning". The traditional cognition of education is changing from "degree-based" to "ability-based". Modern lifelong education is highly scrutinized Enhance the value orientation of learning ability, survivability and professional ability to social development [7]. Lifelong education is people-oriented, focusing on cultivating people's knowledge, skills and cultural qualities. The concept of lifelong learning helps create a learning atmosphere, promotes people's good habits of active learning, and helps in-depth exploration and practice of education at all levels and types, so as to achieve lifelong Effective integration of the education system.

3.3. The reform and development of various types of education takes the construction of a lifelong education system as an important goal and destination

First of all, in vigorously advancing the construction of China's learning vocational social education, we will promote the gradual opening of China's general education and teaching resources to meet China's growing needs for the development of adult community vocational education and senior vocational education; second, vocational education and adult lifelong education The relationship is extremely close. The learning professional society promotes the highly coordinated development of productivity. Vocational education uses the most direct and effective education

method to continuously improve the basic professional skills and professional ethics of potential employment and new entrepreneurs, and cultivate a group of modern and Enterprise-oriented vocational education technology management talents; third, life-long education needs to be endowed with important connotations such as the coordinated development of adult vocational education, training education, community vocational education, and senior vocational education. Under the guidance of the concept of “lifelong learning”, “for all learners, all for learners” has become the service orientation of modern adult education[8].

3.4. Lifelong education should be the guiding concept to promote the development of various types of education

The development of the national education concept system is its foundation, and the construction of a new life-long education concept system is both the basic concept and guidance for the development of various higher education systems at all levels. As a kind of higher education development idea, the concept of lifelong education should penetrate into various higher education fields. We should focus on research on major forward-looking topics in the integrated and coordinated development of urban general education, vocational education, adult education and urban lifelong education.

3.5. Actively promote the integrated development of vocational education and lifelong education system

In order to promote the necessary cross linkage between Chinese general education and secondary vocational education, it is possible to form a structure of different knowledge fields and cross types between different types of general education knowledge and levels of education knowledge, and to enhance the comprehensive learning of Chinese general education And comprehensiveness. General education teachers should consider the future development of each student. Students have their own specialties and differences, and they need to teach in accordance with their aptitude and carry out necessary self-education guidance. The International Education Organization pointed out: “A certain strict gender distinction between general, scientific, technical and other professional higher education must be completely abolished at the same time and higher education has developed from the elementary education stage to the secondary education stage. It must be developed into a theoretical, technical, practical and professional and manual higher education at the same time. “This general education reform needs to completely break the division of traditional education in China, it change our tradition of emphasizing education theory and neglecting education practice. Vocational education teaching methods. It respects the future students’ professional hobbies characteristics, learning activity ability and new professional value orientation and enhances the comprehensiveness of general curriculum vocational education [9].

4. Conclusion

At this stage, the development of Chinese lifelong education system has not formed its own mature and unique teaching and research methods [10]. These research methods are traditional and not suitable for current social and cultural development. We should attach importance to students’ absorption and acceptance of learning methodology, which not only enables students to strengthen their own understanding and mastery of knowledge, but also enables them to have the skills to independently explore new knowledge and enable them to leave the inherent school education environment. Let them be able to effectively improve and use their professional knowledge in the future living environment, so that

enterprises can discover the excellence of these students in the vast sea of talents. It is precisely because of this that the core of the development of Chinese lifelong education system should gradually shift from the requirement of mastering knowledge to mastering application knowledge and fully realize the lifelong education from both macro and micro perspectives.

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