

Paul • Langrand and lifelong education theory -- concurrently on the revelation of Western lifelong education theory to China's educational modernization

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Abstract: Paul . Langrand that , education, especially adult education, is the to help people create a better life world. Important way , priority should be given to the status of adult education in developing lifelong learning , " Adult Education is a lifelong educational development " train header , The reform of modern education towards lifelong education is becoming more and more urgent . with the help of Paul . Langrand experience for others , can help We advance the possible problems in the development of education reform in China to take precautions , For our country 2030 Promote education The modernization and establishment of a learning society provide references for reference .

Keywords: Paul Langrand ; lifelong education ; Education Modernization

Modern lifelong education thought originated in century to European Adult Education movement of the century , Is conceived in century Half period European class conflict and war-torn social dilemma , forms in century Some European educational thinkers Reflections on the problems of education and social development in the West and the teachings The expectation of creating a better life World . specific geography and special social background bring modern lifelong education thought start , with a clear imprint of European history and culture . This article unifies the European education and social history background , Explore " now " father of lifelong education " Paul .Langrand (Paul Langrand) The life experience and its educational thought , to deepen the theory of lifelong education , deepen to modern life Education Concept category ,value Orientation , understanding of the meaning of ideas ; borrowing experience from European educational thinkers , perspective West side of the modernization process individual development , Social Progress and education change relationship , for our country 2030 Advance Education modern and the establishment of a learning Society for reference .

1. Paul • Langrand's life experience

Paul • Langrand is a French adult education , Lifetime active advocates and theoretical founders of Education theory . 1910 year month , Paul • Langrand born in northern France add Camplain An upper-middle class family . his childhood Witnessing the frequent strike struggles of the French working class and for the first time Wars of War , Primary and secondary school stage experience French society system inflexible , Party disputes , "" when prosperity and disillusionment are in the same timeGeneration [1]. This growing experience has a great effect on his later life . options have a big impact . also , He's in college . was fascinated by French left-wing writer Alan's work , from law Professional goto Literature Major , Extensive reading Alan and French opening Mongolian Sports thinker Montaigne , Voltaire etc works . University After graduation , He has been in Paris , Chambéry and so on to do primary and secondary schools literature teacher , accumulated certain educational

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experience . because of the deep affected by left -wing thought, i century year Age , Paul • Lange To

actively join the French socialist movement . in small and medium-sized education ", He added a man to the French " Civic Service Group weave "(" civil Service), in charge of sport and into People education transactions . " public front " Government period (1936 -1938Year), He was sent to the city of south-east France, responsible for local labor education activities . [2]

1939 Year , World War II outbreak . 1940 year , French fall . in order to give the underground resistance organization a training leaders , Paul • Langrand is delegated to establish worker education Center . then , Grenoble just gathered a batch of from different levels across the country , with various knowledge of the Young person , Everyone has a lot on social and educational issues. to view . so , Langrand with these young people create Run Worker Education Center , start what he called French several in the adult education experiment never before "[3] . Paul • lang gland accent , purpose of educating workers , The is to broaden workers ' horizons through a "" new cultural activity. , Culture Foster freedom to explore the Spirit , make them understand individuals , history and Social relationships , and then decide on their own actions . in addition to Design A course for worker learning , new Education method Enlightenment Worker thought , They also set up a culture center and a Cross-departmental center , and set it on this basis up " people and culture " (People et Culture) Association . from The in the association with cultural Education to enlighten people and help the underground reach Anti-organizational culture member , In line with the needs of the national liberation Struggle , soon to leave the local , " go straight to Paris " "" [4] . 1944 year , " when resistance movement Spirit fades , politician sends last ultimatum ,[5] Langrand and colleagues ' adult education experiment forced abort . years after World War II , He's mostly in Calais Big McGill University teaches .

1946 Year , UNESCO established . 1948 year , Langrand back to Paris , forward UNESCO Secretary at , working with adult education . 1951 year , assuming union the chief of the UNESCO Adult education section . 1962 years , assumes the office of UNESCO for Adult education . 1967-1968 year , Served as a UNESCO director of the Institute of Education Agency Directors . 1965 year month , at UN UNESCO's third session for the promotion of adult Education International on board meeting , He " lifelong education" Large for caption report , first proposed concept of lifelong education , and cause has a warm response . 1970 year ,, United Nations ' International Education year ",UNESCO decision " Lifelong education " as " Country International Education Year " One of the big topics is recommended to members states . to match this event , Paul · Langrand 1970 year published monograph Introduction to lifelong education , more systematic The describes lifelong education ideas . 1971 year , Paul • Langrand Retirement from UNESCO headquarters , continue in UNESCO Education Institute as a full-time researcher, engaging in lifelong education on research and adult Education practice extension Work . 2003 year 1 Month , Paul • Langrand is dead . European International Education Journal Publish obituary : Education in particular adults and lifelong learning collar Domain lost one of the most inspiring and great people . at UNESCO Education Institute , this bad news means losing a respectable to guide ,, philosophers and collaborators . [6]

2. Paul • Interpretation and analysis of Langrand lifelong education

(a) Education, in particular adult education, is helping people An important way to create a better world of life

Paul • Langrand in Introduction to lifelong education starts with up to ,century year age , civilization trap crisis . We had in Dire Straits . on the one hand , People's decline in civilization The social reality of cannot be accepted; on the other side , Many people make worse choices One Racial bias in the ascendant , irrational overrun ,Tendency to savage state of humanity backwards . to create beauty Good Life World , must find a new way . This way is education , More specifically , is adult education .

3. What he calls civilization Crisis , was once trapped Extreme

Predicament ", mainly refers to 1930-1945 Year European club the turbulent state of economic crisis and war . , in particular The bitter lessons of World War II for Europeans . and he said "" The experience and reflection

of the Times ", " The situation is more complex , not only includes his to Europe Farsi the experience of the Sith rampage , also includes his French asset order level political and left-wing political movement's disappointment . through introspection , from personal experience , Paul • Langrand , then "" The time for radical changes is not ripe "[7] . He has it because of human complexity or society needs more Enlightenment , and Consider yourself as an educator should focus on the Long-term goals of human social life , that's through education. enlightening Humanity , reshape Social ethics , Avoid civilization crisis and society will have a difficult replay .

Second , Paul • The Langrand specifically emphasizes people education , originates from the following understanding . first , with stereotyped Comparison of traditional school education , Adult education easier and social production life practices generate contacts . adults in Education when , is not expecting to learn a bunch of fine, neat lessons. General , but want to learn about the usefulness of their productive lives General . second , Adult education based on a self-contained philosophy based on, is adults ' autonomous Choice , Autonomous Learning , from i satisfy personalized education . due to autonomous awareness ripe , An adult has the ability to resist the coercion imposed on him or the intellectual training method that was enforced by the "" . again , Adult education is adult The process of equal communication and dialogue between people , Adult Education no need score , ranking and rewards and punishments , does not require a preferred record take , no test required , issuing the certificate , does not cause people to teach fear of failure and hinder personality development . so , adult Education is in Freedom , for Freedom and freedom to teach fertility , Adult education is the real educational . [8]

Paul • Langrand emphasizes that adult education is the true education , actually said , True education should have a " equality " democracies (Autonomous , self-contained) , Free , closely associated with production life Department features . This idea not only follows the Enlightenment. period Rousseau , Education Perspective for people like Condorcet , also with The end of the century The beginning of the century Europe new education campaign thought kernel consistent , reflects generation of European educational thinkers to The constant search for modern educational ideas , embodies western modern The mainstream value orientation of education theory .

(b) to develop lifelong education priority should be given to adult teaching fertility status

Paul • Langrand The concept of lifelong education , Many people mistakenly think he proposed " lifelong education means people Education , This once bothered him . . " We will never make the lifelong education and adult education confused , unfortunately , a people often think so . "9] on Paul Langrand in the eyes of the , " Education is a whole " , Lifelong education is education The Word contains all the meanings . Lifelong education includes the The all aspects of education , various scopes , include beginning of life to the end of life development , also included in education development The close connection between points and phases ""[a] . and He insists on the priority of adult education. , Source On His dissatisfaction with the current status of adult education and the modern Conception of lifelong education system . He thinks „century \$ year End , The formal schooling system in many countries has been compared with Perfect , But adult education is slowly developing . only vigorously Show adult education , establishes a perfect adult education Infrastructure network , to connect adult and school education together , constitute a lifelong education learning system . Adult education develops slowly also with traditional school education concepts and Practice mode backward about , Traditional school education easy to make People learn frustration when they are teenagers and lose their learning after adults Learning Power . instead of traditional school education for cumbersome line reform , is often encountered with greater resistance . If priority is issued Show adult education , Adult Education as a lifelong educational development , " locomotive , can depend on the that adult education has Advanced Features , to drive the entire education system towards " real " Education " transition ." Paul • Langrand highlighting , as The education system that is underdeveloped is not a complete one. Body education system , one without " true Education feature The education system of the is also not known as the modern lifelong education system .

(c) The transformation of modern education towards lifelong education benefit Urgent

century 50 The west of the era , Many people have A reflection on the lessons of World War Two , and start

thinking test class contradictions and economic crises frequently reason . Two post-war of to Year , also the economic prosperity of European countries period . but " live " for everyone , always means a series of crises and challenges . This period , Whether in Europe continent or United States , factor of social unrest still exists . body in this era background , Paul • Langranqui to Westexperience , presents many survival challenges facing modern people , To ask for The urgency of modern education to lifelong education .

Social change acceleration , destroys human cognition A balanced relationship with real life ; still rigid teaching The education system is inefficient in helping people build cognitive balance , education must seek new paths to development . Western Historical Experience show , Continuous Technological innovation makes industrial society A "" a Social form of accelerating development . root of Education This is to help people establish their own balance with the outside world Department . but , due to the changing speed of modern society benefit faster , cause people to recognize real life often catch the no real life change speed , Traditional education deal with this situation has been exhausted , must revolutionize traditional education Education mode for,, search for new .

Second , educating the population for rapid growth , to education size , education features, and so forth new requirements . i century 50, @ year Commodore , postwarBaby boomers causes a rapid increase in the newborn population ; Live technology is becoming more developed , also makes more and more adults from the body Force Labor break out , free time and mental health Live requirements . Growing population of education , requirements Education The scale continues to expand . to meet diverse education and mental health Live demand , Education mode must be educated by the original elite , Single One education to mass education , Diversity Education and people Primary education .

3 Traditional social life model and human behavior mode lags behind times , Social relationship status in crisis machine . different social forms , People's production lifestyle , Line to mode , social relationships are very different . such as , on Agro-farming Society , human dependency on land production life method and social relationship with family ties , To industrial society , bound to be produced by large machines production lifestyle and contract rule of law as the core social customs The system replaces . and when people cling to the lives of traditional societies Live Mode live in modern society , will trap people in conflict with the sudden . from this , Education in a period of social transformation must take a line moves , help people understand their relationship with social change , Heavy Plastic social life mode .

4 ethical Crisis , Value material life under , decadent culture and anti-cultural phenomena constitute to modern civilization Challenge . for reasons , because of the younger generation and the year long generation experience differences and generational culture Fragmented ; Two is even though the material civilization has progressed. ,but social system and social structure not changed , class System , apartheid there no erase , Social Ethics and spirit of the new Era Civilization did not establish .

3. The essential connotation of Western modern lifelong education theory

century 60 era , is the western modern lifelong teaching The important period of the formation of the Education theory . Paul • Langrand end Body Education point of view with Swedish economist Ryan's " return " Yukon " assumption " (1968 year (, American Educational Thinker Hutchins "" Learning Society ' concept (1968 year),, Brazilian educator security rom • freire "" The emancipation education of the oppressed thought (1970 year) , Austrian philosopher Ivan • Ilyich is not School Society " view (1971Year) Together , forms a strong trend of modern lifelong education , sweeping and shook the global education field . from Paul • Langrand View to understand the essence of Western modern lifelong education theory Culvert , can be obtained as a conclusion .

4 Western Modern lifelong education theory is in Europe and America The theories that are spawned during the development of adult education . security rom •Langrand on the basis of their own adult education practice , Total Knot advanced features of adult education , proposed to Take adult education " true Education " the characteristics of the are throughout the entire education System , and name this new education "" Lifelong

education .

Second , Western theory of modern lifelong education is in a series of Columns The theory of social crises and challenges , also in batches On the closeness and conservatism of traditional school education the Education theory that was created by . Paul • Langrand with education has " free " Democracy (Autonomous , self-contained) , Equality , and Practice combining "" features , to determine whether education is really teaching Yukon . its thought kernel not only coincides with modern Western politics thinkers ' concern for social development , also with educational ideas The values of modern educational theory advocated by the family are isomorphic to the core . can say , Lifelong education is a modern education " nominee " Word . Paul • Langrand Other people proposed lifelong education , final Body Learning , Learning Society Concepts , actually in answer ' now What's the education for Education "" problem .

3 Western Modern lifelong education theory is profound in Rethinking the limitations of people , admitting human complexity and humanity never

Perfect based on , advocating education to create a better life World , using lifelong learning to implement full , free , charge Sub-development . essentially , lifelong education and lifelong learning XI , not only emphasize the survival function of education , is not just is an emphasis on people to keep pace with the times and " passive " ""more " new knowledge Skills " , It advocates introspection for individuals , from main Pursuit , is people are recognizing themselves , know others , recognize Understanding The relationship between individual survival and social development , Pursuit Self-fulfilling with the common happiness of the human being .

4. Western theory of lifelong education Enlightenment to China's education modernization

Western theory of modern lifelong education is wide in the world Pan-Propagate , benefit from UNESCO , OECD , and so on International organization near year great Promotion . 2015 year , Union all nations UNESCO " Incheon declaration " " and " Education 2030 Line Move frame "" topics , The also reflects the modern lifelong teachingsPrinciples of education . current , My country is in the UN education section text organization " education 2030 action Framework under next , to " deep push " Enter education modernization is the theme , Research Development Chinese Education modernize 2030. In this context review The history of the West (the end of the day the generation process of body education theory and the thought viewpoint , to us has important implications and implications . This is not only because "" Lifelong education system and learning Society is our country's teaching Important goal of educational modernization , also because of our current education the Situation with social transition development with the then west there is comparable sex . This allows us to use the Paul • Langrand experience View , Pre-judgment we may encounter problems with thetake precautions , to facilitate the advancement of educational modernization .

First , new types of industrialization currently facing China , City City Process development Tasks , not only for school education reform New requirements , also on adult and continuing education development has urgent requirements . face 2030 Advancing education modernization , to break " Education that school education" "" Traditional thinking , full Understanding adults and continuing education in a fast-changing society The importance of the Times , to put adult education in with the school teaching the status of equal importance , from generalized education and all societies members develop a common vision to plan our educational modernization

Second , The old rigid features of our school education and contradictions in the pluralistic dynamic development of modern lifelong education , decision One of the main tasks of education reform , is the right to learn about people to empower . the degree of empowerment of the person's learning rights and the extent of the life space ,is a measure of education modernization send The important scale of the show level . Western Modern Life Education theory core implication , is the right and life for human survival and development Quality Care . to generalize our educational development , then people-oriented "" The implementation of the concept . Regardless of build endBody Education system or school education reform , Radical Mesh The is for full human development . If a deviation from the tree People this central link , loses the right to learn from people and can

Continuous Development Care , Any education reform will lose its essential meaning .

Third , The more in the era of social transformation and development , teach Education should play the social " stabilizer " features ; the more you know Knowledge and innovation as the driving force of development , education should be sent wave its social development " power station " The effect of the is . Western Modern End - Body Education Theory emphasizes education as a human sustainable hair The importance of the means of exhibition . either Paul • Langrand policy Discussion of the relationship between governance and education , or UNESCO research report education One Wealth hidden among them "" after World War II 40 years of vague criticism of economic growth by countries-- ,[one] All emphasizing The role of education in the sustainable development of mankind . end before , A series of important problems in the development of our social transformation The support of education can not be separated from the service , on implementation Two 100-year "" on the road to the goal ,Education has become a determinant of success. key factor . face 2030 Advancing education modernization , should be cut value Education stabilizer " and " Power station "features " mentioning The status of high education in all sectors of society , put education on in the national sustainable Development Strategy "" Priority Development Location .

is currently , The realistic basis and calendar of China's education modernization history condition vs . Years ago in the West compared to , Although there is a certaincomparable , but more specific , The hair of China's education modernization The show road will certainly not be exactly the same as the West .. just as " Fall " Real 2030Annual sustainable development agenda Chinese position paper.

I once said , Education is science , Is the art To . says it's science , is because education should follow students into long rule , to fully understand students ' personality features , Follow the Education Rules . says it's art , because each student is not the same , Education environment changes from time to time , the teacher itself has personality features , so , cannot use a pattern , waking Law for students to be educated in a way that does not educate a student in this chapter . Education has great Flexibility , requires constant innovation by teachers, Teachers ' education to have dot savvy , Create your own education according to your own characteristics style .

This book not only reveals the curriculum view of primary and middle school teachers in China structural features , Realistic issues and transition topics , The also broadens the The research view of the curriculum and provides methodological support . i Trust , Long-term transition of teachers ' curriculum in general and primary and secondary schools procedure , This book can help them prevent or overcome the misunderstanding and action bias on the , continue to play the theory guide and practice guidance , for further drill-down and advancing The contribution of curriculum reform .

(The author Gu Mingyuan the honorary name of the Chinese Academy of Education President) mentioned by , countries should be based on their own circumstances and capabilities , Is taken from the main voluntary and Common but differentiated responsibilities principle , is full Ball contribute to the implementation of the Sustainable development process . China education face 2030 Promote education modernization , should be based on education and Social development existing level , take full account of national realities , Active Proceed safely . The particularity of the process of Chinese education modernization and complexity , requires that we have an objective and sober understanding .

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