

The historical evolution of the theory of lifelong education

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Abstract: Summary : The theory of lifelong education enjoys a high rating in international education Theory , There are also many countries that attach great importance to lifelong education . The article makes a distinction between the concept of "life education" and "" , and the history of the review , Analyze with a critical view of educational history , and use the methodology of positivism to demonstrate that the theory of lifelong education teaches the world of the present and the future. The role and impact of the education system .

Keywords: Lifelong Education ; Lifelong education theory ; Historical Evolution

1. Basic concept of lifelong education

The closure and limitation of traditional schooling , The advent of lifelong education makes the The education system is more flexible and more dynamic .. lifelong education (lifelong education Refers to the total number of education that people have in each stage of their lives. and , is a unified synthesis of different types of education for people . includes the education system phases and various ways , Existing school education , and social education ; Has a regular education , also have non-formal education. advocates for the best time of every _ for personal needs The way provides the necessary knowledge and skills . Although different researchers have a different understanding of lifelong teaching Education There are differing understandings , But the main implication is basically _ to , generally has The following explanations :

Famous British adult educator Jeckeslie in Lifelong Education specified in : education includes knowledge , experience and partnerships . because it is so , It will never end, also not just starting with kids and teens . This explains the end body education far earlier than childhood , and extend the person's _ Live . He believes that the education of the individual will be completed only when the life of the is terminated .

French Paulle-Langrand Introduction to lifelong education mentioned in : Lifelong Education is a series of specific ideas , Experiments and achievements, etc. .

From the Department of Lifelong Education, UNESCO headquarters, Italy, Egypt Torre • Cerby on Career Education "" , " , " lifelong education should be taught in schools Education and training after school graduation .

The definitions given in the reports of these experts and international organizations are not identical same as , but the meaning of lifelong education that is expressed includes persistence , continuity, and so on . from with in body , Lifelong education can be divided into horizontal (space) Home education on , School education and social Education , portrait (time) Baby on Early Childhood education , teen Education , Adult Education and older age education ; The can be divided into formal education according to the composition of educational elements , is not normal Education and Non-formal education ; The can be divided into individual education and society by subject. Life Education .

2. Historical context of lifelong education theory

The idea of lifelong education actually existed in ancient . accompanies human history go , It went through

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an ancient start , Modern formative period and modern maturity phase , and develop into the world's most

important educational theory .

2.1 Green shoots -- ancient start (Ancient Greece to age whether foreign or domestic)

The earliest human education activities are created by people

to accumulate experience and spread it in order to live and work. , There was no Special system , restricting population and age limits, etc. . " since people appear on earthclass , Lifelong education exists " east to West " , all chronicle lifelong education , It is always in the history of human civilization. , is in step with human education . oldgeneration of education features for lifelong education , is in the bud of lifelong education paragraph . It manifests itself in time without qualification , such as the Chinese nation's excellent national character An important part of that is live to Old , Learn the old and the ancient Arab national summary , " from cradle to grave The educational concept of contains the idea of lifelong education some germ ; It is also embodied in spatial openness and unrestricted .

For example, Confucius once raised a person non born to continuously Study hard , This sentence makes the Japanese lifelong education theory researcher recognize and think that the hole The Child is the pioneer of discovering and discussing the necessity of lifelong education in the Orient . Ancient Greek philosophy home , educator ,thinker Plato also raised the issue of prenatal education , and he also is the first in the history of Western education to establish a complete education from infancy to adulthood System People . This is the same with modern educators praising the United States "" from mother Belly to grave Education for ideological phase 1.

with the development of institutionalized education , main stream in school education , Lifetime Education thoughts and practices are obscured , But its effects are not erased . has a scholar statement to : " outside of institutionalized education , People also start thinking about non-institutional education , is not the possibility and the reality of the existence of formal education , So you can also say , modern Life The education thought was born in the institutionalized education time some non-institutionalization, non-system Exploring Education . " Kwame Noose boldly preset the need for lifelong education and operability . both Muhammad and Owen have ideas for lifelong education .

2.2 Public Opinion Preparation -- Modern period (1919 year to Age)

Lifelong education thought originated from the adult education in modern Western developed countries Practice Activities , especially in Europe and America , provides a ground for its germination soil and Growth Foundation . founder of Modern French education theory Condorcet that " education should be open to age" , Learning at any age is beneficial and possible , . the view of the Condorcet is basically close to the modern lifelong education idea . and , the more specific manifestation of lifelong education is the triumph of the Great revolution in France. , National Discussion A series of education acts , for the first time emphasize lifelong education must pass ' publicEducation " , " " Expand educational Opportunities , Develop a new education policy measures .

The idea of lifelong education in the United Kingdom 1919 Adult Education Committee's Final report in : Pass to existing ' Democratization of secondary educationPopular "" reform process , Assumption "" on An extension of the compulsory education period "" the " " implements the expansion of adult education programs that are further educated . 1946 Year French Gazette Law also stipulates : at any stage "" Implementation " free and non-religious public education " will be treated as " State obligation " gives protection . This statement century in adult Education Research on lifelong education there are some breakthroughs and advances , Although this researchmostly limited to developed countries , But its impact on adult education and lifelong educators ' is not underestimated .

2.3 Implementation -- Modern Maturity (1960 year to century era)

1965 Year Month , UNESCO third session of adult education member , will hold an international conference on adult Education in Paris , conference French Adult education home , The active advocates of the theory of lifelong education and the founder of the theory Paul • Langrand first time with lifelong education

Educationpemanente"" Academic Reports on , cause great response from attendees , This marks lifelong education as a country The formal establishment of the inter-educational trend of thought . then UNESCO will "educa " ~ tion pemanente" change to English translation | ifeloneducation , that is Lifelong Education .then , Paul • Langrand in its published Introduction to lifelong education There is a in the System Overview and complete interpretation of lifelong education thoughts ,cause global Shadow ring , and point out that the background of its generation includes the : All kinds of changes in modern society (is the thought want , custom ,accelerated changes in the way of thinking , Increase in population , Scientific Technology Progress , challenges in the political arena , Fast Media , Increase in leisure time ,lifestyle and interpersonal crisis (as times change , make saved health Active forms and traditional interpersonal relationships occur in drastic changes such as), Spiritual and physical inequalities balance (= changes in modern society , make the mental and physical balance of the person to severe breach . from this Langrand actively engaged in the theory of lifelong education and education practice , make lifelong education a century a International Educational Ideas .

then , discusses the idea of lifelong education again _ Classic works Learn to live Ask Life , It further lays the leading role of lifelong education thought in the contemporary education world effect , and become the guiding principle of education reform in all countries of the world . Learn to live send after table , concept of lifelong education more comprehensive , Clear , specific , Promote lifetime education by one The ideas shift to national-led educational policies and universal educational practices .

3. Status and outlook for lifelong education

3.1 Status : Lifelong education and universal , Full Education ; and lifelong learning , Learning Social

The Rapid development of science and technology , Adult Education is also affirmed , and Lifetime Education is an extension or promotion of adult education ; It focuses on people's lives , goes to full , and with the widespread spread of Democratic ideas , countries start promoting education for all , will focus on basic education , starting from basic education , also preschool education , following Continuing Education , All forms of education, such as literacy education, are included in the national education system , with Meet the needs of all people's education , advocating education must be from the traditional elite education turn to Universal education ; It concerns all people, toward democratization . next person The concept of power gradually became popular , Full education more emphasis on personalized education , off Note Individual's person , require education to take the initiative to adjust to different needs of students , instead of getting different students to adapt to a preset _ _ unchanged education mode . overall , lifelong education , Education for all , Universal Education thought covers every One Personal (Education for all life (lifelong education personalized (Full-education education ; Body now educating everyone in general , Democratic , Personalized Care .

Lifelong education focuses on the delivery and service of education , Lifelong Learning focuses on personal changes on learners . Lifelong education emphasizes the establishment of all citizens Open lifelong education system as strategic preferred , Lifelong learning more from personal at the point of view , Emphasis on lifelong learning attitude and ability and everyone participation The importance of learning . in concrete ideas , Learning Society to take and lifelong education , Lifelong Learning same strategic choice : pursues an open and advanced lifelong education system ; advocates for individual and collective involvement in effective learning.

because of the active promotion of UNESCO and other international agencies , End The Body Education theory has now been widely spread and disseminated worldwide . but also with regrettable : This is just a tempting ideal . . because of appointment why _ states , any one sort across times , or ignoring national conditions Lifelong education policies are doomed to failure . Although so far about the establishment of the "" one and can apply to any country's lifelong education policy does not yet exist , or "" does not have established conditions , But this does not mean that there is no international common adherence or The concepts and principles of practice .

4. Outlook

The development of lifelong education is based on the critique of traditional educational concepts , It's

designed to change the drawbacks of traditional education , and make people and society get True Developments . so , Lifelong education has its logical and positive implications semantic . but at the same time , It's too idealistic in our country with specific implementation aspects difficulty , for this we need to rethink , such as lifelong education and lifelong learning , Learn How society Inherits , How to digest requires attention .

Summary , whether for our country or for foreign , Lifelong education is a An important topic . lifelong education from the intersection of ancient Productions to now on behalf of lifelong educational institutions , It's been a long evolution . on the premise of a mature on the premises , It needs all countries to work together , need people to actively advocate and pay practices . No time for lifelong education , not intimidating. .

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