

The Transformation of Higher Education Under the Concept of Lifelong Education

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Abstract: With the deepening of the new curriculum reform, various disciplines in colleges and universities are deepening the reform, from the teaching content, teaching methods, teaching staff and other aspects of reform. Lifelong education system has the characteristics of systematization, learning, development and comprehensiveness. It is the unity of all kinds of education. As an important part of lifelong education system, higher education has prominent advantages and importance. Therefore, it is the general trend of the development of higher education in the world to bring higher education into the lifelong education system, apply the concept of lifelong education to promote the reform of talent training mode of higher education, and make higher education more autonomous, flexible and integrated in terms of specialty selection, educational system and teaching plan.

Keywords: Lifelong Education; Higher Education; Personnel Training; Education Transformation

Higher education is the leading force for the development of lifelong education system, the bridge and the foundation of constructing lifelong education system. With the advent of socialism with Chinese characteristics in the new era, the people's demand for a better life is growing, and the demand for education is constantly improving. The dynamic role of higher education in the lifelong education system also requires to play a more prominent role. Article 11 of the Education Law of the people's Republic of China clearly stipulates that "the State shall adapt to the development of the socialist market economy and the needs of social progress, promote educational reform and the coordinated development of all kinds of education at all levels, to establish and improve a lifelong education system." This is not only the response of China's reform and opening up to the world education trend, but also marks the fundamental change of China's education concept. It indicates that China will build a learning society in the 21st century, and lifelong learning will become the concept of Chinese people. At the same time, the establishment of lifelong education system will revolutionize the current education system.

Life long education refers to the organized education in a certain form after a certain stage of education, which can also be called secondary education or return education. Under the concept of lifelong education, the transformation of higher education should break the time and space boundaries of traditional school education mode, and establish a new and more open education mode. With the guidance of the concept of lifelong education, learning is more socialized, and the transformation of higher education should also pay attention to the reform of specialty selection, schooling system, flexibility and teaching plan flexibility, so as to make higher education meet the needs of different majors and educational levels, providing more types and levels of higher education.

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1. Independent choice of major

In order to realize the autonomy of specialty selection, colleges and universities can take various measures, such as enrollment of large categories, conversion of major and minor courses, etc.

First of all, higher education enrolls students according to major categories, and classifies students' disciplines and majors according to specialty groups, such as information engineering, mechanical and electrical engineering, automatic control, physics, management, literature and history, etc. After learning for a period of time, students can deeply understand the learning content, social needs and future graduation development of relevant majors. Students can have a clear understanding of the major they are studying, and adjust majors within categories independently according to their own needs and future planning.

At the same time, the conversion of professional learning is not only within the major categories of adjustment, but also can be carried out across major categories. Colleges and universities can, according to their own actual situation, formulate the professional teaching content and the specific requirements of the curriculum system that can meet the needs of students, transferring in and out, and establish corresponding systems and professional requirements. For example, students must complete fixed courses and credits to carry out the transfer of professional learning, plan the courses for students to make up for the transferred major, and study with the students of the next grade and so on, in order to ensure that students can complete the courses specified in the teaching plan of transferred majors and the requirements of the courses, meet the training requirements of transferred majors, and achieve the training objectives of transferred majors.

In addition, for some students who are full of energy and learning spirit and ability, they can not only ensure that their major is not affected, but also do a good job for minor major. The specialized courses of minor majors can be arranged on Saturdays and Sundays when students have no classes or in winter and summer vacation. They can also arrange the time selection of minor courses according to the curriculum schedule of their major majors. By the curriculum requirements, students are arranged corresponding courses and are issued with the certificate of minor major completion when they have completed their credits.

At present, many colleges and universities will give a variety of opportunities for students of various types to choose their own jobs, which makes the relationship between learning and society closer. Colleges and universities can more actively adapt to the socialist market economic system. In the cultivation of students, they can adjust and optimize the professional structure in time according to the market demand with adaptable initiative. To attach importance to personnel training and professional construction can effectively promote the importance to the problem of students' employment by the colleges and universities, strengthen the guidance of employment, and realize the virtuous circle of talent cultivation in colleges and universities.

2. Flexible educational system

In the face of such situations as the change of majors, the alternation of work and study, joining the army, supporting teaching, suspending school and so on, especially the needs of cross major and senior grades, colleges and universities need to adjust the schooling system to make it more flexible.

The first is to extend the study period and implement flexible schooling system. Generally, the schooling system of undergraduate and junior college is four or three years, but for some students' special circumstances, we can implement the measure of postponement of graduation, and the undergraduate and junior college students can obtain the graduation certificate after completing their studies within six or five years.

The second is to allow students to work and study alternately within a specified period of time, learning and working at the same time, or they need to make up relevant professional courses due to changing majors.

Finally, the mode of superimposed schooling system. Different majors have different goals and requirements for talent training, but most of them are based on teaching plans. In terms of specific teaching content and curriculum system requirements, students' conversion of major and work study alternation needs to be formulated according to their actual situation and the curriculum system of colleges and universities, such as 2.5+1.5, 3+1, 3+1.5, 3+2 and so on. Students can choose the system mode freely, so as to achieve the purpose of teaching students in accordance with their aptitude and

cultivating talents.

The purpose of implementing flexible education system is to teach students in accordance with their aptitude to a greater extent, mobilize students' learning initiative and enthusiasm, help students complete their studies better, and allow them to study in stages, especially to provide more flexible possibility for cross major senior students. At the same time, flexible school system is not only for the time arrangement of students, but also for the most important measure: credit system. By measuring students' academic achievement through credits, it can promote students to complete their learning standards more efficiently and conveniently, and improve the efficiency of students' graduation standard learning.

3. Flexibility of teaching plan

The teaching plan formulates the direction and content of higher education. Different majors have their own teaching plans. From different person, the differences in training objectives and requirements of different majors are reflected. Under the guidance of the concept of lifelong education, the requirement of independent choice of teaching is becoming increasingly prominent, which requires that the teaching plan needs to be flexible and build a learning platform that can be connected with the characteristics and changes of higher education.

First of all, higher education should change the traditional three-stage curriculum with major as the core, and set two training stages of "foundation + major". The basic education knowledge should be put in the first place, and the number of class hours accounts for about 65% of the total class hours. The teaching of professional backbone courses is the most basic knowledge that students need to have and the necessary skills training courses for employment, as well as expansion and extension of students' specialty. This part of the courses can account for about 20% and 15% of the total class hours.

Secondly, for the curriculum of the same major group, the basic course platform should be kept the same, and the differences of professional courses should be compatible. All kinds of courses should be classified into modules so that students can choose their own courses in the course modules. For the basic courses of multiple major categories and different professional groups, ladder courses should be set up so that students can choose the courses that are suitable for themselves and meet the requirements of professional teaching plan according to their professional needs and interests.

4. Conclusion

At present, the construction of lifelong education system under the concept of lifelong education is still in the primary stage in China's education system, but it has put forward a lot of requirements for China's higher education concept and transformation, and many colleges and universities have gradually joined the reform and innovation team, although China's higher education still faces many problems, such as curriculum system formulation, university autonomy, teaching staff construction etc. However, with the continuous implementation of the concept of lifelong learning and improvement of the construction of scientific lifelong education system, higher education has also made adaptive changes and transformation in terms of functions and systems, striving to provide students with better education environment and more educational resources.

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