

Research on the Transformation and Development of Higher Continuing Education Under the Background of High-Quality Development

Yuan Changfu

Jiangsu Maritime Institute
211100, Nanjing Jiangsu, China

Abstract: Research on the transformation and development of the higher continuing education under the background of high quality development is conducted in the paper. Higher continuing education in my country originated in 1950 and has continued to grow since then. The development of any continuing education project must take into account both economic and social benefits. Only when it is positively evaluated and recognized by the society can it be accepted and actively participated in by members of the society. The concept of lifelong learning is a systemic point of view, which requires the learner to be placed in a dominant position, and requires that the learning organization and also learning process throughout different stages of a person's life establish an integrated connection. This paper gives the novel suggestions to provide the novel suggestions.

Keywords: High quality development; transformation and development; higher continuing education; theoretical research; detailed discussions

1. INTRODUCTION

The goal of developing continuing education in colleges and the universities should be: straighten out the management relationship of continuing education, activate the management mechanism of continuing education, and establish a scientific and reasonable management system and also the school-running model that is in line with the actual development of colleges and also universities and is conducive to the healthy development of continuing education [1-7].

For the better study, we should consider the life-long study first. The concept of lifelong education includes four main points: first, to establish an education system that can meet people's lifelong learning needs; second, to establish a service system for learning at different stages in one's life; third, to highlight the whole process and fairness of the education; the fourth is to make full use of existing educational resources, innovate educational models, update the educational concepts, and strengthen the integration of the educational functions in different forms and stages.

With the China's economic development and the continuous improvement of people's living standards, people's lifestyles are becoming more and more diversified and their needs for spirituality are growing, so their expectations for education are not only limited to education and job hunting, but also the need for education to meet their hobbies and emotional needs and to enrich their leisure life is becoming more and more prominent. Therefore, continuing education should be people-oriented, strive to meet the needs of different levels of groups for lifelong education, and continuously develop the market of non-academic continuing education. Since the reform and opening up, in order to meet the demand for talents for economic and social development, my country has not only actively expanded the scale of initial education, but also vigorously developed adult education. The two parallel education systems have developed rapidly. At the same time, adult education has gradually become an independent system in terms of enrollment and also training, and there is no good connection between it and school education, resulting in the separation of adult education and initial education.

The concept of lifelong learning is a systemic point of view, which requires the learner to be placed in a dominant position, and requires that the learning organization and also learning process throughout different stages of a person's life establish an integrated connection. Hence, in the next sections, the suggestions will be proposed for referring.

2. RELATED WORK

Higher continuing education in my country originated in 1950 and has continued to grow since then. At first, there were only correspondence courses, night universities and other forms. With the development of information transmission methods and technologies, it also gradually provided assistance for our country's education. We are still facing with listed challenges.

(1) At present, the adult education graduates are severely discriminated against, making it difficult for them to be recognized by society. For example, relevant policies stipulate that adult education medical undergraduates are not allowed to apply for practicing doctors; a considerable number of institutions do not allow adult education students to apply for research [8-13].

(2) Continuing education in colleges and universities started relatively late in our country, the foundation in the adult education is then relatively weak, and some professional management knowledge is relatively lacking, which affects the construction of continuing education management teams.

(3) Poor understanding of the difference between general education and continuing education The distinction between general education and continuing education is not clearly understood, and the way of managing general education is used to manage the continuing education, resulting in a disconnection between the management as the way of general management is disconnected from the content of management, which affects the quality of management of the continuing education.

Hence, we should find the solution, and in the figure1, the focuses are presented.

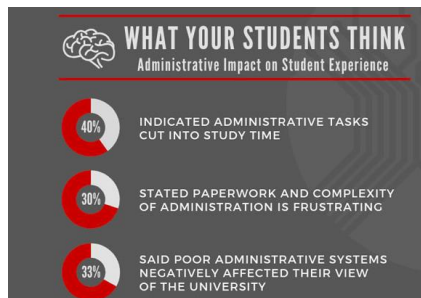


Figure. 1 The Focuses of Continuing Education
(<https://moderncampus.com/blog/strong-continuing-ed-program.html>)

3. THE PROPOSED IDEAS

3.1 The Background of High Quality Development

Looking at the development history, current situation and development plan of the first-class universities at home and abroad, research universities have many unique high-quality resources and the advantages for the undergraduate education compared with other types of universities.

To reform the school, it is necessary to make full use of these resource advantages, and effectively play the role of high-quality resources in supporting undergraduate education, so as to achieve the goal of training first-class undergraduate talents in research universities.

The relationship between the employment and disciplinary professional structure is inextricably linked. A discipline and professional structure that meets the needs of economic and social development is an important prerequisite for recruiting students to meet the needs of the talent market. A reasonable enrollment scale and high-quality talent training are important conditions for graduate employment.

High-quality employment is also the main way for colleges and universities to serve the society. reflect. The Ministry of Education is about to promulgate a new catalogue of the disciplines and majors and set up the management measures, taking this as an opportunity to further optimize and adjust the layout of disciplines and majors in schools. Who to cultivate requires schools to design training objectives scientifically to help students develop their creativity and emotions, and acquire skills, knowledge, values and responsible attitudes.

How to train people requires schools to design courses suitable for their development so that they can learn how to learn. Who will train people? In addition to scientifically designing training objectives for students and courses that are conducive to their development, the government also requires the government to provide supportive policies and allocate sufficient education funds to improve the quality of education. The value of the education does not lie in the external performance of educational activities, but in the inherent characteristics of education itself. This characteristic gives education the basis for its existence and the irreplaceable uniqueness of other social activities. This characteristic belongs to education itself. It is the quality attribute of the education. Therefore, the party and the government not only proposed to solve the problem of "going to school" in the people's livelihood project, but also asked to then solve the problem of "going to school". The "good school" is to provide people with high-quality education.

3.2 The Higher Continuing Education Transformation

Continuing education is an educational activity for all the members of society, especially adults, after school education, and an important part of the lifelong learning system.

It is the enrichment and also development of the knowledge mastered by technicians, and is of great significance to the improvement of professional skills and the improvement of the professional knowledge. Faced with the adjustment of the national policies, there is less and less market for the adult education diplomas, changes in student structure, diversified macroscopic understanding, fierce competition in enrollment and a series of problems, we need to emancipate our minds and adjust our concepts and it is indeed time to transform into adult education. We focus on listed aspects.

(1) To reflect the characteristics, the design of the education program should reflect the characteristics and needs of the on-the-job learning of the educated groups, establish an open, flexible and diverse education platform, and maximize the enthusiasm of people to take the initiative to further accept continuing education.

(2) More than 30 years of reform and opening up. With the development of economy and society and the improvement of people's living standards, great achievements have been made in the development of the education in our country. Basic education, especially the compulsory education, is fully popularized, and the level of the popularization of the higher education is further improved.

(3) We must take certain measures and countermeasures to solve these problems, improve the management level, and promote the development of continuing education.

4. CONCLUSION

Research on the transformation and development of the higher continuing education under the background of the high quality development is conducted in the paper. Our aim is to actively and steadily develop academic education, vigorously develop non-academic education, attach importance to the quality of continuing education, strengthen supervision, integrate multiple resources, form a joint force in running schools, and form a management standard, resource optimization, diversified teacher sources, and high-quality partners with the development pattern.

5. ACKNOWLEDGEMENT

The Chinese Adult Education Association 14th Five-year plan "Adult Continuing Education Research Project

<<The development path research of adult continuing education in higher vocational colleges under the new circumstance>>

Project No:2021-424Y

6. REFERENCES

- [1] Mason, Geoff. "Higher education, initial vocational education and training and continuing education and training: where should the balance lie?." *Journal of Education and Work* 33, no. 7-8 (2020): 468-490.
- [2] Rouleau, Geneviève, Marie-Pierre Gagnon, José Côté, Julie Payne-Gagnon, Emilie Hudson, Carl-Ardy Dubois, and Julien Bouix-Picasso. "Effects of e-learning in a continuing education context on nursing care: systematic review of systematic qualitative, quantitative, and mixed-

- studies reviews." *Journal of medical Internet research* 21, no. 10 (2019): e15118.
- [3] Bernhard-Skala, Christian. "Organisational perspectives on the digital transformation of adult and continuing education: A literature review from a German-speaking perspective." *Journal of Adult and Continuing Education* 25, no. 2 (2019): 178-197.
- [4] Nikiforov, A. I., A. M. Avdonina, T. V. Dikova, A. S. Bagdasarian, and I. Yu Ilina. "Formation of a continuing education system in modern conditions." *Universal Journal of Educational Research* 8, no. 5 (2020): 1772-1777.
- [5] Moore Jr, Donald E., Kathy Chappell, Lawrence Sherman, and Mathena Vinayaga-Pavan. "A conceptual framework for planning and assessing learning in continuing education activities designed for clinicians in one profession and/or clinical teams." *Medical teacher* 40, no. 9 (2018): 904-913.
- [6] Moura, Cleson, Katia Moreira, Andreia Costa, Cristina Lavareda Baixinho, Maria Adriana Henriques, and Marcelle Miranda da Silva. "Laying the Foundations of Continuing Education in Health in the Family Health Strategy." *Education Sciences* 12, no. 8 (2022): 521.
- [7] Sacre, Hala, Samah Tawil, Souheil Hallit, Georges Sili, and Pascale Salameh. "Mandatory continuing education for pharmacists in a developing country: assessment of a three-year cycle." *Pharmacy Practice (Granada)* 17, no. 3 (2019).
- [8] Loeng, Svein. "Self-directed learning: A core concept in adult education." *Education Research International* 2020 (2020).
- [9] Keddie, Adult. "Adult education: An ideology of individualism." In *Adult education for a change*, pp. 45-64. Routledge, 2018.
- [10] Gouthro, Patricia A. "Taking time to learn: The importance of theory for adult education." *Adult Education Quarterly* 69, no. 1 (2019): 60-76.
- [11] Fletcher, Colin. "The theory of community education and its relation to adult education." In *Adult Education for a Change*, pp. 65-82. Routledge, 2018.
- [12] K apflinger, Bernd, and Nina Lichte. "'The lockdown of physical co-operation touches the heart of adult education': A Delphi study on immediate and expected effects of COVID-19." *International review of Education* 66, no. 5 (2020): 777-795.
- [13] Boghian, Ioana, Venera-Mihaela Cojocariu, Carmen Violeta Popescu, and Liliana M at a. "Game-based learning. Using board games in adult education." *Journal of Educational Sciences & Psychology* 9, no. 1 (2019).