

Research on the Influencing Factors and Countermeasures of the Development of China's Elderly Education in the New Period

Jian Li

School of Finance and public administration, Anhui University of Finance and Economics,
Bengbu 233000, China
1615876911@qq.com

Abstract

At present, China has entered an aging society, and the number of young labor force is decreasing, which will bring a heavy negative impact on social and economic development. In order to effectively solve the problems of social pension and economic development caused by the aging population, it is one of the feasible ways to vigorously develop the cause of elderly education. The Open University for the elderly and universities for the elderly shoulder the burden of elderly education. However, China's education for the elderly started late and developed slowly. The problems such as outdated teaching content, unfair distribution of resources and imperfect management mechanism make the development of education for the elderly slow down, and the final harvest of education is very little. How to improve the quality of education for the elderly is an important problem to be solved urgently in today's society. Through a large number of literature review, this paper analyzes and proposes that if the concept of human resource development is introduced into the education for the elderly, measures such as adding professional skills training content in teaching, allocating educational resources more reasonably, and strengthening management and supervision in management are taken, the development of education for the elderly will get better results. Through the role of education, we can fully tap the potential of the elderly group, effectively develop the elderly human resources, let more elderly people participate in the elderly education, and encourage them to actively participate in social service activities and social entrepreneurship development, which can stabilize the social and economic order, reduce social and economic costs, It can also increase the happiness index of their old life.

Keywords

Aging; Elderly Education; Human Resource Development; Happiness.

1. The Basic Situation of Senior Education in China

1.1. Basic Situation of China's Population

Since the implementation of the family planning policy in the 1980s, the fertility rate has decreased year by year in China. With the rapid development of social economy and medical level in recent decades, the mortality rate has decreased year by year and the life expectancy has increased year by year. But then, the population of young labor force is decreasing, the elderly population is increasing, and the problem of population aging is becoming increasingly prominent in the social and economic development. According to the data published in China Statistical Yearbook, by the end of 2019, we can get the trend chart of birth, death and natural growth rate of China's population in the past 20 years. The increasingly serious problem of aging population will bring great challenges to China's socialist modernization. How to effectively solve the problem of aging population, enhance the physical and psychological

health of the elderly, actively develop the elderly human resources, and turn the pressure of aging population into the driving force of social development has become an important social and economic development problem.

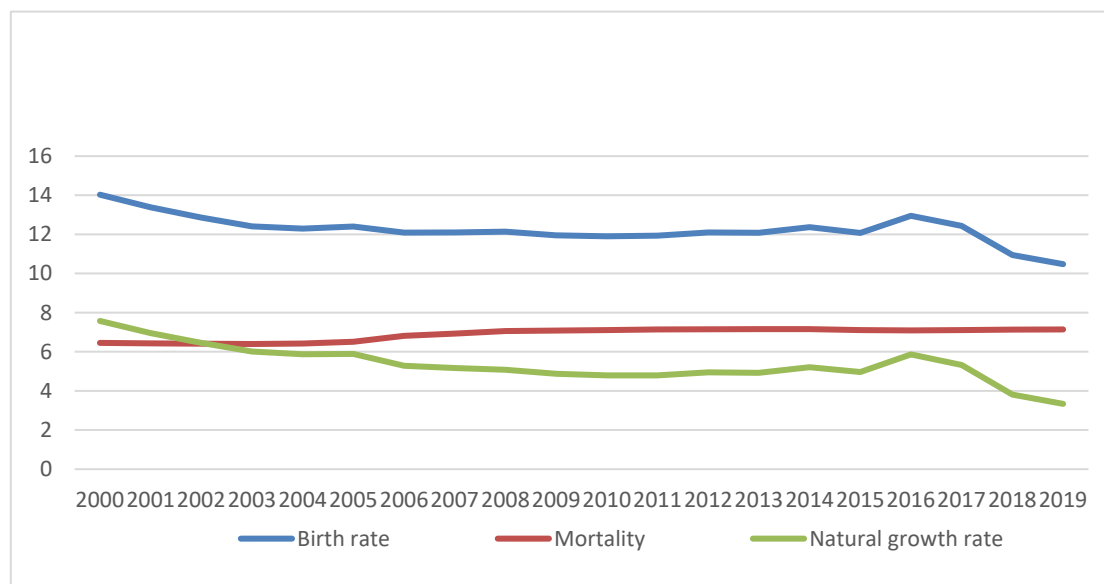


Figure 1. Trend of birth mortality in China from 2000 to 2019

1.2. The Basic Situation of the Education for the Aged in China

In 2021, the CPC Central Committee formulated and issued the "14th five year plan", in which it pointed out that we should actively implement the national strategy to deal with the aging population, promote the long-term balanced development of population, actively develop the aging human resources, develop the silver economy, and vigorously promote the coordinated development of the pension industry and the pension industry. This shows that the party and the government pay more and more attention to the development of elderly human resources in the context of population aging. In order to effectively deal with the aging problem and develop the potential labor resources, the development of elderly education has become one of the effective ways to develop the elderly human resources.

At present, it is mainly adult schools, open universities for the elderly, specialized universities for the elderly and related training institutions that shoulder the banner of China's elderly education. However, the role of education is still very limited. The practice of China's formal education for the aged began in Shandong University for the aged, which was founded in 1983. Compared with the developed countries in the world, China's education for the aged started late and developed slowly, and the construction process of the University for the aged is even slower. There are also many problems and difficulties in the development, which make the education for the elderly unable to popularize the masses, fail to effectively play its functional role for the elderly in need, and fail to get better expected results. The problem of elderly education has been concerned by the government and society. How to effectively develop the elderly education, develop the elderly human resources and turn the pressure of population aging into the driving force of social development has become an important problem to be solved. If we can effectively develop the education for the elderly, and introduce the development of human resources for the elderly into teaching, we can increase the knowledge of self-emergency care, improve the level of knowledge training, increase their desire to actively participate in the University for the elderly, and stimulate their enthusiasm for learning, which can not only reduce the social cost, but also reduce the young people's energy and financial burden on the elderly. It can also develop the surplus labor resources, encourage the able

elderly to go out of their homes and nursing homes to participate in social service activities, which can stabilize social order and promote social and economic development.

2. Problems in the Education of the Aged in China

2.1. The Old and Single Content of Education

At present, the teaching content of the elderly is still very old and single, lack of effectiveness and timeliness, and the overall learning efficiency of the elderly is not high. It is mainly manifested in: first, the lack of knowledge and skills and other practical aspects of teaching content. At present, in China's local adult schools, universities for the elderly, open universities for the elderly and related training institutions for the elderly, the content of education for the elderly mostly focuses on physical and mental care and leisure entertainment, such as health knowledge, health education, psychological education, music training, dance training, chess training, painting training and calligraphy training, etc. Mainly play the role of elderly care and cultural entertainment. However, other functions such as professional skills training, social public service knowledge and modern information technology learning are often ignored and can not be well applied to practical teaching. Although the elderly education focuses on psychological, physiological, cultural and recreational activities, it can enrich the daily life of the retired elderly, cultivate a good state of mind and reduce their anxiety. However, if the contents of education are lack of practical contents such as self-learning ability, social knowledge and skills training, for the development of the whole society, the education for the elderly can not effectively play the educational function of the development of human resources for the elderly, and can not create its due social value. Moreover, the students are older and their learning ability is limited, so they may not be able to accept new knowledge. Therefore, in order to improve the quality of education, the teaching methods and contents need to be further improved.

Second, the teaching content can not meet the needs of diversity. The old people from different occupational classes, education levels and age groups have different life and work experience, so they have different education content needs. However, the existing education content can not meet these different needs, the education content is limited, the knowledge teaching field involved is narrow, at the same time, it is lack of pertinence and real-time, the elderly education does not play its due role, so that they can not get rid of all kinds of discomfort and anxiety when they retire, and the education content needs to be updated and enriched.

2.2. Unfair Distribution of Educational Resources

There is an imbalance in the distribution of educational resources in China, which not only appears in primary, middle and high school education, but also in the education of the elderly. It is mainly manifested in: first, in the whole education system, the proportion of elderly education is very low, the allocation of educational resources tends to junior high school, and the allocation is obviously unfair. In terms of nine-year compulsory education and senior high school education in various regions, the government has the largest financial investment and educational resources. It has increased efforts to promote the development of primary, junior and senior high school education. At the same time, it has also issued relevant policies to support the development of education in the region, hoping to create a powerful and influential junior and senior high school in the region. On the other hand, the government often pays little attention to the education of the elderly, the financial investment is small, the resource allocation is low, and there are few policies to support the education of the elderly groups, which makes the development of the education of the elderly slow, the participation of the elderly is not high, and the adult school, the Open University for the elderly and the University

for the elderly lack of students, policy support and financial support, It can not effectively carry out education for the elderly.

Second, the unbalanced development of the eastern and western regions also leads to the unbalanced distribution of educational resources. Generally speaking, the number of elderly universities and related training institutions in the developed coastal areas in the East is far more than that in the remote and backward areas in the west, and the quality of education and teaching for the elderly is even more so. For example, Jiangsu, Shanghai, Zhejiang, Guangdong and other regions are booming because of their high level of economic development and open thinking Universities for the elderly and other schools have made great efforts in capital investment and education construction, and have gained rich achievements . First of all, the western region can not be compared with the eastern coastal region in terms of economy and ideology, so it is in terms of economy and education. As a result, the development of education for the elderly and the construction and development of universities for the elderly are seldom paid attention to by the local government, resulting in the unbalanced allocation of educational resources for the elderly in the eastern and western regions; The unbalanced development of urban and rural areas also leads to the fact that universities for the elderly and related training institutions for the elderly are mostly distributed in cities, but rarely in urban and rural areas, and most of the elderly live in the urban and rural areas around the city, even if the willing elderly want to participate, there is no opportunity, so the education rate of the elderly in China is very low.

2.3. The Imperfection of Organization Management Mechanism

At present, there is no unified management department in China to effectively manage and supervise the cause of elderly education, and there is no relevant policy and regulations to clarify responsibilities. The management of the University, the Open University for the aged and the relevant training organizations for the aged is more chaotic and the management mechanism is not perfect. It is mainly manifested in: firstly, in the administrative management level of government departments, the local Open University for the aged, the University of the elderly and the relevant elderly care training institutions are mostly jointly exercised by the local government administrative departments, education management departments and cultural management departments . But the responsibilities between them overlap, there is no clear division of labor, and the resources and information between them can not be shared well, and the relevant policy content is also ambiguous, which may cause waste of resource utilization and distortion of information transmission, which can not effectively manage the problems in time.

Secondly, on the school business management level, because of the cross management of multiple departments, some problems in the Open University for the elderly and the University for the elderly can not be solved in time and effectively. There may also be departments "kicking the ball" each other, and the management of the Open University for the elderly and the University for the elderly may escape accountability and allow the incident to continue. The problem of personnel negligence and dereliction of duty will lead to the failure of the whole management mechanism, the disorder of management and the dissatisfaction of the elderly. These nonstandard and unsystematic management problems will greatly limit the enthusiasm of the elderly and affect the development of elderly education.

2.4. Lack of Teaching Staff

The number of teachers in our country is becoming larger and larger, but the number of teachers is mainly distributed in primary schools, junior middle schools, senior high schools and other compulsory education schools, and the proportion of teachers in Colleges and universities is relatively low, while the number of teachers involved in elderly education is very small, and the number of teachers is seriously lacking. It is mainly manifested in: first, the lack

of education teachers. Because in China, adult schools, open universities for the elderly and universities for the elderly are mainly engaged in the cause of education for the elderly. For example, the Open University for the elderly is based on the local open universities. It can make full use of its teacher resources, and the teachers who carry out education for the elderly also come from them. Therefore, there are not many teachers in the Open University, Not to mention the number of teachers in elderly education; Universities for the aged are generally under the charge of local government veteran cadre departments and education management departments, and their management is relatively loose. Schools are not well equipped in accordance with public welfare education institutions in terms of institutional setting and teacher allocation, especially in terms of teacher allocation, they are lack of institutions and in-service teachers.

Second, the teaching level of teachers is not high. In our country, there are few involved in the field of elderly education, and there are few teachers in the professional field. For example, the Open University for the elderly, which carries out the education for the elderly, mostly relies on the original Open University. Most of the teachers have little or no knowledge about the elderly health care and human resources for the elderly, and lack professional teachers for the elderly. The teaching content is relatively old and single, and lacks timeliness. However, due to the older age, the students' learning ability is limited, and the learning efficiency is not high; Elderly universities often employ full-time teachers or part-time teachers, but due to the lack of students and low tuition fees, it is difficult for the university to maintain operating costs, teachers' wages are low, it is difficult to retain professionals, and part-time teachers also have great instability, often changing teachers will make students unable to study coherently and integrally, and the learning efficiency is poor .

3. Countermeasures and Suggestions for the Development of Education for the Aged

3.1. The Improvement and Innovation of Educational Content

The content of education for the elderly is old and single, which can not meet the real-time and diversified needs of education for the elderly. This requires adult universities, open universities for the elderly and universities for the elderly in various regions to actively update and promote new teaching models and teaching contents, and integrate the concept of human resource development for the elderly into the teaching contents, in addition to the conventional physical and mental health, leisure and entertainment education, It can also timely and targeted carry out knowledge and skills training, social service training and modern network information technology teaching and other practical contents for some elderly people, advocate the "old-age care" mode and social dedication development education, actively develop the elderly human resources, and tap the ability potential of the elderly. For example, the newly retired elderly can make use of their existing knowledge, skills and experience to carry out interactive communication in the classroom, arouse the interest of students, and encourage the elderly to start a business and get employment, such as making use of today's modern information technology to carry out online live broadcast and online sales, Especially when the agricultural products in remote rural areas are unsalable, online sales can be carried out, so that the elderly groups can participate in social entrepreneurship and production activities, which can not only mobilize their enthusiasm, but also increase family income. At the same time, enrich the teaching content, let them actively participate in social welfare activities, volunteer service activities. The purpose of the content of education is to make the elderly get a sense of achievement in social undertakings, psychological satisfaction and ultimately happiness in the life of the elderly.

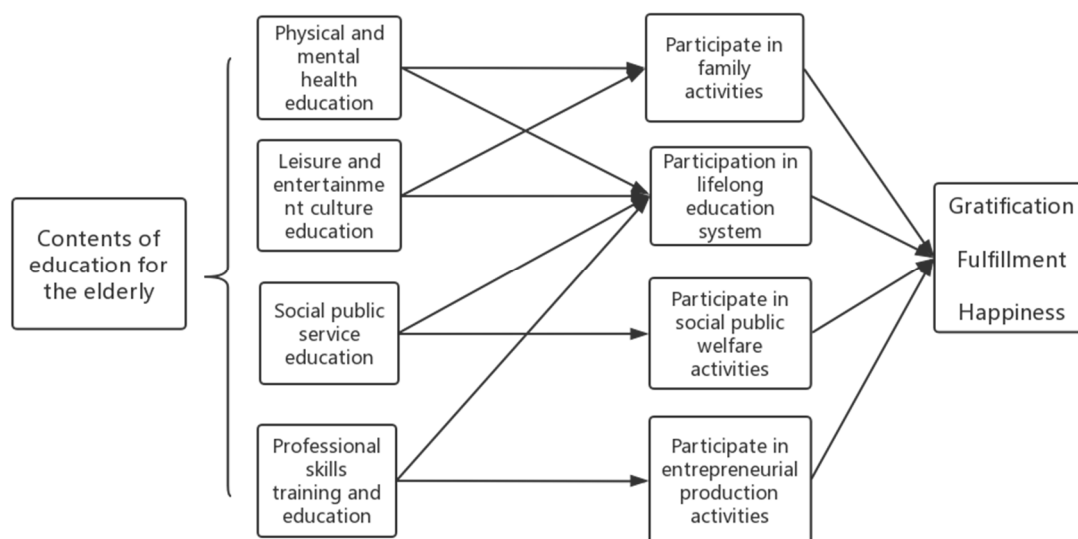


Figure 2. Content development model of elderly education

3.2. Supervision and Optimization of Educational Resources Allocation

Local governments should attach importance to the important role of education for the elderly in today's aging society, support the development of education for the elderly, allocate part of education resources to the field of education for the elderly, increase financial investment, issue relevant policies and regulations, and support the development of adult schools, open universities for the elderly, universities for the elderly and relevant training institutions for the elderly. At the same time, we should supervise and regulate their internal behavior and operation mode. The government needs to optimize the allocation of educational resources step by step. It can make use of fiscal and tax policies to give some support. At the same time, it also needs to carry out strict supervision in the allocation to prevent corruption. For example, the eastern coastal areas continue to make steady progress on the basis of the better development of elderly education, while the development of elderly education in remote western areas still has a long way to go. The local government should actively look for a way out. It can learn from the successful teaching methods and management, and build and develop adult universities Open University and University for the aged, and give certain resources and policy support, attract more elderly people to participate, effectively develop the elderly human resources, and actively promote the development of elderly education in this region. In terms of the differences between urban and rural elderly education, while supporting the development of urban elderly universities, the government can also set up centralized elderly universities in urban and rural communication offices, mainly for the elderly in urban and rural areas, and encourage them to actively participate in the education and training and social activities of elderly Universities in their spare time.

3.3. Supervision and Improvement of Management Mechanism

On the management level of government departments, local governments have not yet issued clear policies, which leads to confusion in the management of the Open University for the elderly and the University for the elderly. Therefore, government departments should formulate and issue relevant policies and regulations, clarify the responsibilities of various departments, determine the departments that exercise management and supervision, attach importance to and increase management, and put an end to the phenomenon of "kicking the ball". For the problems and difficulties in the school, the administrative and educational departments should deal with them in time to avoid the adverse social impact caused by the

expansion of the situation. At the same time, they should regularly supervise the teaching methods, internal management procedures and capital account flow status of each university for the elderly, so as to effectively safeguard the interests of the elderly group and let the elderly group develop the University for the elderly Recognition and support from universities for the elderly and related organizations. At the internal management level, school leaders should actively implement the policies issued by local governments, strengthen the internal management of schools, standardize the rules and regulations of schools, and undertake the educational responsibilities of students. This requires not only the external management of the government supervision department, but also the internal management of the school supervision department. We should strengthen the systematic and standardized management of the whole education management level, and gradually improve the school management mechanism.

3.4. Construction and Training of Teaching Staff

A professional teaching staff with knowledge, love and skills is the key to the development of China's elderly education and the improvement of the quality of elderly education. Therefore, the government should support educational institutions to establish a professional elderly education team, effectively deal with the plight of lack of teachers, and provide high-quality management and services for the elderly education, To form a distinctive cultural atmosphere of the elderly education. The Open University for the elderly, the University for the elderly and relevant training institutions should actively strengthen cooperation with local universities, so as to make full use of the educational resources of universities. The government can encourage and support local colleges and universities to set up relevant specialties such as education for the elderly, nursing for the elderly, rehabilitation for the elderly, psychological counseling for the elderly and knowledge training for the elderly, so as to carry out relevant teaching and scientific research, Developing and enriching the teaching content of the elderly, broadening the channels of talent training, and cultivating high-level and professional teachers can provide a steady stream of talent support in the theory and practice of elderly education. On the basis of the existing teachers, we should develop and train their learning ability and breadth, increase their knowledge reserves, and improve their teaching skills and teaching level. We should manage the teaching staff in a unified way, improve the quality of teaching for the elderly, let more elderly people participate in it, make them develop their potential and participate in social services, and improve the quality of life and happiness index of the elderly.

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