

Research on the Development Path of Continuing Education for Higher Education Graduates under the Concept of Lifelong Education

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Abstract

With the development of science and technology and the speed of knowledge updating, continuing education has become an important part of lifelong education. By discussing the significance of continuing education to the career development of senior graduates, objectively analyzing the current influencing factors of continuing education for senior graduates, and proposing the development path of continuing education for senior graduates under the concept of lifelong education, the article shows that continuing education is a favorable driver for the growth and success of graduates from senior colleges and universities.

Keywords

High school graduates; Continuing Education; Lifelong Education; Development Path.

1. Introduction

In today's era, with the rapid development of science and technology and economy, knowledge is updated more and more rapidly, the traditional one-time school education can no longer adapt to people's requirements for future life, and the situation that a person can meet the knowledge or skills required for a lifetime in the future by only receiving school education has become a thing of the past [1]. On August 20, 2015, the Ministry of Education released the document "On Deepening the Teaching Reform of Vocational Education to Comprehensively Improve Several Opinions on Deepening Teaching Reform of Vocational Education and Comprehensively Improving the Quality of Talent Cultivation" (Document No. 6 of Education Vocational Training [2015]) [2] pointed out that the lifelong learning channel for technical skilled talents should be broadened. Establish a credit accumulation and conversion system, promote mutual recognition of learning achievements, and promote the interchange and transfer of work practice, on-the-job training and academic education; support graduates of vocational colleges to receive continuing education on the job, choose their own courses and arrange their own learning progress according to their career development needs. Thus, it can be seen that the career development of higher vocational graduates after they enter the society has also received the attention of the state. Since the 16th Party Congress, China has proposed to "form a learning society with lifelong learning for all people and promote all-round development of people", which shows that China has established the legal status of lifelong education from the national level.

2. Overview

Continuing education [3] is an educational activity for working people who have obtained certain academic education and professional and technical titles, which is an extension and development of academic education, so that the educated people can constantly update their knowledge and improve their innovative skills to meet the needs of social development and continuous progress of science and technology, which is a product of rapid development under

the new curriculum reform of modern science and technology, and it is an important part of the lifelong learning system. It is an important part of the lifelong learning system. It has diversity, and the main ways are distance education, correspondence education, self-study examination for academic education and various kinds of short-term further education and skill training for non-academic education, as well as online learning which is not limited by space and time.

According to the official statistics of the Ministry of Education, there are more than 7 million college students graduating in China every year, and the graduates from higher vocational institutions account for half of the total. Under the goal of "Made in China 2025", higher vocational graduates play an active role in the upgrading of national industrial structure.

After entering the society and working, graduates of higher education have to study and improve continuously in order to have better career development. However, in the face of intense and busy work, the contradiction between study improvement and work is very conflicting, and this is the time to use spare time to solve this kind of engineering contradiction problem to the maximum with the help of continuing education, a diverse learning method [4]. For example, distance learning can be used to improve academic qualifications, which is a more convenient way of continuing education with the development of modern technology: learners can first pre-study self-study through multimedia courseware and textbooks, and then watch or record courseware in their spare time with the help of advanced computer network platforms, and receive online tutorials, online classes, discussions and other learning activities from university teachers, which can be watched repeatedly, and finally centralized in the post-epidemic era, with the convenience of the Internet, there are various online trainings for learners' reference.

3. The Significance of Continuing Education to the Career Development of Higher Education Graduates

As a group of labor resources in China, the timely employment of higher vocational graduates is of great significance to the development of society, the stability of the country and the construction of the economy [5]; moreover, with the national development strategy of "One Belt and One Road", the opening up of China to the outside world has been further enhanced, which objectively promotes the flow of domestic and foreign labor resources. This provides an important opportunity for the employment and personal development of higher vocational graduates, and also indirectly brings the quality and ability of talents to meet higher challenges [6]. However, since higher vocational colleges and universities are at the specialist level, graduates of higher vocational colleges and universities, as specialist students, will be affected in employment or work, for example, some employers require a bachelor's degree in recruitment, and few national civil service recruitment examinations are lowered to specialist positions; job promotion in the workplace also requires candidates to have a bachelor's degree, etc.; furthermore, in the era of knowledge economy, the speed of knowledge update is fast, and social In addition, in the era of knowledge economy, knowledge is updated rapidly and the competition is increasingly fierce, if graduates from higher vocational institutions do not have the awareness of "continuing learning and lifelong learning", and if their vocational ability is not greatly improved after graduation to meet the needs of career development, they will be easily eliminated by the society.

4. Factors Influencing the Continuing Education of Higher Education Graduates

Whether or not graduates from higher education institutions will participate in continuing education after entering the workplace is closely related to their own personal factors and the social environment (government, entry unit, higher education institutions).

4.1. Personal Factors

Insufficient awareness of the importance of lifelong education. The higher vocational graduates mainly after 90s generally grow up under the society with no shortage of material, more students grow up in a superior environment, lack of adversity environment, they personally have not formed the concept of lifelong learning, although the work experience is not enough, the technical level is not high, but they are under the influence of the market economy, by money worship, individualism and other ideas, think that they can cope with the work, there is no need to spend their own money to attend. Only when they are assigned by the unit, they will passively and indifferently go to attend the study; there are also many students graduated from higher education to work basically in the front-line grassroots work, they work labor intensive, long working hours, basically it is also difficult to spare spare time to continue to participate in various types of training and education, even if they participate, it is also difficult to adhere to; then there are millions of college graduates every year into society, employment competition is very strong, everyone has to show their talents. We all have to show our talents to get a slightly satisfactory job for our current situation, and seldom think about the influence of the level of higher vocational graduates on their future career; and some higher vocational graduates only think it is useful to continue education when they need title assessment or salary promotion, so they go to continue education with a strong purpose.

4.2. Social Environment

(1) Government departments: not enough attention to the development of higher vocational education, no corresponding support of encouraging policies and funds, and lack of guiding policies for continuing education of higher vocational graduates.

(2) As for the entry unit: most of the graduates from higher vocational colleges and universities enter the work field of private enterprises. And such enterprises tend to have inadequate training system and insufficient pre-vocational training for the graduates of higher vocational institutions after joining. They are arbitrary in making training plans, easy to ignore the analysis of training needs, the content of the training lacks relevance, and more often in the training is to preach the regulations and rules stipulated by the company, and there is little standardized training in professional skills, and in the training process the training concept is misplaced, the training atmosphere is weak, and the feedback of the training results is not strong enough, which makes the participation of new graduates low and the learning Many of them are just going through formalities.

(3) Higher vocational colleges and universities: Although there are similar employment service institutions in higher vocational colleges and universities, they do not provide enough follow-up services for graduates because of the large workload and insufficient manpower, and lack effective publicity and guidance; the cooperation between schools and enterprises is currently aimed at cultivating college students, and there is little support and guidance for graduates entering the workplace; the continuing education colleges in higher vocational colleges and universities are more for various training and education for social workers, and lack the development and design of projects for re-education and upgrading of students trained by their own schools after work.

5. The Development Path of Continuing Education for Higher Education Graduates under the Concept of Lifelong Education

5.1. Personal Aspects to Develop the Concept of Lifelong Learning

As every member of the society, we should realize that the occupation will not be fixed permanently and the knowledge will always be updated. In order to adapt to the society and keep pace with the times, as graduates of higher education institutions, they should firmly establish the concept of lifelong learning, change "I want to learn" to "I want to learn", combine their jobs, industry development and the needs of their own career development, actively participate in continuing education, learn consciously and actively, go to training and study from time to time, constantly improve themselves, perfect themselves, update their knowledge and acquire new skills, enhance their competitive ability, in order to adapt to the requirements of professional development and social progress, and obtain better development.

5.2. The Government and Enterprises Should Have Good Policy Security and Orientation

The government should pay more attention to the development of higher vocational education and learn more from foreign advanced vocational education systems, such as the "dual system" vocational education model of German higher vocational education, the post-vocational education model of Canada which combines various forms for the purpose of market demand, the multi-level and multi-category pre-vocational and post-vocational education system of Singapore and the "teaching factory" teaching model. "The post-vocational education model of Singapore is a multi-level and multi-category pre-vocational and post-vocational education system and a "teaching factory" teaching model [7], and then combined with the specific situation of domestic higher vocational education, we can tailor the post-vocational education model suitable for domestic higher vocational graduates, and integrate the post-vocational education and training of higher vocational graduates into the national education system. Under the framework of "One Belt, One Road" strategy, we should increase the support for education, support and guarantee the legal system, policies and funds, and introduce corresponding encouraging policies to support the continuing education of senior graduates, so that they are willing to choose continuing education for self-improvement after employment; enterprises should provide a perfect sustainable training system for new employees, do a good job of pre-employment training for new graduates, and instill the concept of continuing education. The company should instill the concept of continuing education, link continuing education with salary, performance, position, etc., and increase supervision, so that the corresponding assessment tasks should appear without interruption for a certain period of time after joining the company, so that the employees dare not slacken their learning after joining the company and realize the win-win situation of continuous growth of senior graduates after joining the company and continuous development of the company.

5.3. Higher Vocational Institutions Increase Contact with Graduates and Strengthen School-Enterprise Cooperation

Higher vocational colleges and universities should set up similar graduate employment "after service" institutions [8], improve the institutional system, set up special positions, and give corresponding service performance evaluation system to give graduates a strong backing support. This kind of "after-service" institution not only incorporates college teachers, but also employs some long-term technical masters in the production line, so that when graduates encounter problems in practical work and need to further improve relevant professional theories, they can contact similar institutions in time and make up for the theories according to their personal conditions. Learning, or under the teaching of enterprise technical masters, they

can improve their skills faster in a short time; this is really helpful to them and can prompt many senior graduates to be willing to participate in continuing education. The participation of university teachers makes the universities also increase the ability to serve the society.

At the same time, the college of continuing education in higher vocational institutions, in addition to serving the training of social personnel, should do a good job of research, strengthen cooperation with industries, enterprises and government, expand channels, further increase the content of continuing education for higher vocational graduates, list menu items, and do a good job of publicity and guidance, so that higher vocational graduates can choose to return to their alma mater for learning and upgrading in their spare time after working and employing, according to their current situation.

6. Conclusion

Continuing education is a favorable driver for graduates of higher education institutions to grow and become successful after work. Therefore, the whole society should be fully aware of the significant impact of continuing education on graduates from higher education institutions. Graduates of higher education must carry out continuing education and training through various ways and methods to continuously improve and enrich themselves, update their knowledge and maintain lifelong learning, while accumulating experience and exercising their talents in practice to keep abreast of the times in order to better adapt to the innovative development of society and promote work improvement.

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