

Research on Countermeasures for the Development of Higher Adult Education

Yanqing Shen¹, Hongshan Fu^{2*}, NIKI YUKIE³

¹Zhongyuan Wushu Research Institute, Henan University, Kaifeng 475001, China

²Wushu College of Henan University, Kaifeng 475001, China

³College of Foreign Languages, Henan University, Kaifeng 475001, China

*Corresponding Author.

Abstract:

Standing in the perspective of the new era and in the context of building a learning society, this study takes the development of higher adult education as the research object, reviews the achievements of higher adult education development, focuses on the problems of higher adult education in terms of the quality of education, the team of faculty and the bottlenecks of development, combines the overall requirements of higher education in the new era and puts forward suggestions to establish the correct direction of higher adult education, establish scientific outlook on development, strengthen the building of teachers' team and establish a diversified mechanism for running higher adult education in the new situation, which is of great significance to promote the development of higher adult education in the new situation.

Keywords: Learning society, Higher, Adult education, Development, Countermeasures.

I. INTRODUCTION

Entering the new century, today's society has stepped into the era of economic knowledge and information, and the speed of knowledge and information is constantly accelerating. New technologies and new knowledge are widely used and rapidly changing in all aspects of human economy and society, which require the continuous transformation of human life forms and the continuous improvement of life technology requirements in order to prevent human beings from being marginalized by society. Lifelong learning has become an inevitable requirement for individuals and even the whole country to remain invincible. China is committed to building a harmonious society and a learning society, and to constructing a lifelong education system and an education for all system. The Chinese government has pointed out that "a learning society with lifelong learning for all people shall be formed to promote the all-round development of people". Adult education occupies an indispensable position in the education industry. Adult education and other general education are interdependent and develop in a coordinated way, and both of them bear the important task of cultivating high-quality talents for economic and social development, and both of them bear the important task of improving the quality of all people and promoting the overall development of individuals. The National Medium and Long-term Education Reform and Development Plan (2010-2020) has proposed that "adult education is a new education system

that develops from traditional school education to lifelong education, and plays an important role in continuously improving the quality of all people and promoting economic and social development." The advent of knowledge society, the construction of learning society and the creation of innovative country have put forward new requirements for adult higher education, which is in the "fitting part" of high technology and economic society. Under this new situation, adult higher education is facing great opportunities for development, and at the same time, it needs to cope with the new challenges of the new period and new requirements. In this context, it is very important to study the development countermeasures of higher adult education in the new situation.

II. INTRODUCTION OF ADULT EDUCATION AND DEVELOPMENT OF CHINESE HIGHER ADULT EDUCATION

The Adult Education Regulations, adopted at the 19th General Conference of United Nations Educational, Scientific and Cultural Organization in Nairobi, Kenya, from October 26 to November 31, 1976, define adult education as follows: "The term of 'adult education' refers to the whole process of systematic education. Whether or not the content, level, and methods of adult education are formal, whether or not adult education extends or replaces formal schooling and apprenticeship, provided that those people who are generally considered as adults improve their abilities, enrich their knowledge, improve their skills, qualify for employment or change to a new profession, develop themselves fully in both attitude and demeanor, and keep a balance and independent in society, economy and culture. That is adult education." This definition has been widely circulated in the international adult education community and has been included in a number of international adult education documents. In the past thirty years, Chinese education scholars have interpreted the concept of adult education in many different ways. According to Yu Bo, a Chinese expert in adult education, "Adult education is a purposeful and planned re-education program for adult social workers to continuously improve their ideological, scientific and cultural quality, cognitive ability and labor ability, and become a fully developed social worker who combines physical and mental labor." Professor Ye Zhonghai, an expert in adult education, pointed out in the "Research on the Relationship between Adult Education and Vocational Education" that "adult education is a purposeful and organized educational activity with its own characteristics for adults recognized by the society to which it belongs at any stage of their lives according to the needs of comprehensive development of people and society. It is the sum of all education in the adult stage of lifelong education and is an independent educational system in contrast to the full-time school for minors." [1] Learning to be covers the adult education: "Adult education may have many definitions, but for many adults in the world today, it is a replacement for the basic education they have lost; for those who have had only incomplete education, it is a supplement to primary or vocational education; for those who need to cope with the new demands of their environment, it is a supplement to the education they have received; for those who have already received advanced training, adult education provides them with further education." [2] In its Decision on Reform and Development of Adult Education, the State Education Commission of the PRC states that the tasks of adult education are: "to provide corresponding pre-service training for workers, peasants, cadres, professional and technical personnel and other practitioners who have already taken up various jobs and who need to change jobs or rejoin the workforce; to provide basic

education for workers who have already taken up jobs and have not completed primary and secondary education; to provide corresponding cultural and professional education for those who are already on the job but cannot meet the requirements of the post of secondary or higher education and professional level; continuing education for those with higher education to meet the rapid development of society and the rapid progress of science and technology, and education for adults to carry out a rich variety of social culture and life." [3].

Since 1950, Chinese general institutes of higher education have been operating in the mode of both general higher education and adult higher education, and adult education in Chinese general institutes of higher education has a history of 70 years since amateur education such as correspondence education and evening university was started in the middle of last century. As an important part of Chinese higher education, adult education in Chinese universities has made great achievements in its development after more than half a century of development. Over the past 30 years, tens of thousands of managements, scientific and technical personnel and highly qualified workers have been trained and nurtured, and with its distinctive advantages and characteristics, it has made great contributions to improving the quality and culture of the whole nation and promoting social and economic development. With the popularization of higher education in China, the domestic adult higher education has realized the unique mission of "compensating diploma cultural education" and has entered a new stage of vigorous development in social history, but at present most colleges and universities of adult culture education still focus on diploma education, resulting in unclear status, insufficient students and poor quality. This has greatly reduced the effectiveness of adult higher education and posed a great challenge to adult higher education. Under the current situation, the cultivation of talents cannot be achieved overnight through general academic education, but also through continuous training of new skills, mastering new knowledge, and creating new talents by using the opportunity of continuing education. Adult education, which plays a key role in the development of human resources, has an irreplaceable role. In the new period and new task, how to find the right position of higher adult education, how to better play the function of public service, and how to make its own contribution to the civilization and social development of human society is a question that higher adult education institutions must consider.

III. PROBLEMS FACED BY HIGHER ADULT EDUCATION IN THE NEW ERA

3.1 Insufficient Awareness of the Importance of Adult Education

At present, the division of functions of educational institutions does not really reflect the development needs of adult education, and educational management institutions are the primary condition for building lifelong learning in practice, rationalizing the educational management system, and laying institutional and mechanical guarantees for further comprehensive development of adult education. As the leading force of adult education, general colleges and universities do not know enough about the role and status of adult education, and lack long-term development goals and plans. Many institutions have the idea of neglecting adult education from their own development, and most of their efforts are concentrated on full-time undergraduate and master's teaching, which leads to adult education not being paid attention to in

institutions and shrinking by it. Adult education is thin on the ground. Some colleges and universities do not know enough about the important position of adult education in the whole education system, ignore the function of adult education in serving the society, and regard it as a tool of the school, consider adult education colleges as dispensable, and allocate staff arbitrarily, which leads to the low management level of adult education and the low quality of faculty. Some colleges and universities do not fully understand and pay attention to adult education, and their role is to generate income for the school, and there are problems with the concept of school running, which excessively pursue the goal of economic benefits and ignore the sense of social responsibility. In the current context of increasingly fierce competition for students, some schools, in order to attract students and prevent the loss of students, are lax in the management of adult education students, lowering the requirements, catering to the ideas of some students to mix diplomas, leniency in the examination to send points, lax in the implementation of the regulations on academic registration, the treatment is not dealt with, the withdrawal is not withdrew, resulting in adult education diploma being exaggerated [4], and the loss of sustainable development of adult education strength and momentum.

3.2 Worrying State of Higher Adult Education Quality

3.2.1 Old teaching content and the similar professional settings

The great majority of higher adult education content still continues the compensating diploma education mode of several decades ago, the professional settings and teaching materials basically still follow or apply the mode of general higher education, the subject design and curriculum basically still copy or apply the teaching mode of general higher education institutions, and the curriculum composition system is basically prepared mainly for theoretical learning, which ignores the basic rules and characteristics of adult education and lacks the characteristics of autonomy, individualization and practicality of adult education, resulting in a disconnect between teaching materials and teaching and learning, making it difficult to adapt to the needs of the educational goal of training knowledgeable workers and intelligent people and to meet the learning needs of adult learners. [5] In addition, the division of professional subjects does not design the specialties that reflect the characteristics of adult education and the atmosphere of the times according to the psychological and learning characteristics of adult learners. In the teaching, theoretical knowledge is still mainly instilled, lacking vocational relevance of students' education, lacking vocational skills education, emphasizing theory but not application, copying teaching content and teaching mode of ordinary colleges and universities, and equating higher adult education with ordinary college education.

3.2.2 Lagging management model, incomplete management measures

It is an indisputable fact that adult higher education in China still follows the traditional management method, and the professional settings and subject contents are outdated, and there is a lack of long-term arrangement and unified consideration for the layout of schools, professional settings and deployment of educational resources. There is a lack of a clear and effective management system in terms of management

measures, and the degree of standardization is not high. [6] The current management mode of adult education can be roughly divided into three modes: administrative management, empirical management and scientific management. These three modes play different advantages and functions in actual work, and have played an important role that cannot be ignored, and we cannot deny the merits of these three management modes. However, along with the development needs, three traditional management model of the drawbacks are gradually exposed, administrative management model appears theory out of practice, too many levels, slow information feedback and so on; empirical management model appears as a way of thinking lag, the limitations of time and space conditions and individuality and other disadvantages; the logical empirical analysis of the scientific management model emphasizes too much on theory, and is not effective in solving many non-logical practical problems.

3.2.3 Insufficient development of non-academic education

As the demand for education increases, adult education institutions in general higher education institutions have become more enthusiastic about adult higher academic education. In recent years, the supply of students for adult undergraduate higher education in higher education institutions nationwide has changed from a seller's market to a buyer's market as a result of the expansion of full-time enrolment in general higher education institutions. After achieving a specific historical mission, Chinese adult education institutions cannot really change their strategy and their status. With the exception of a few universities in coastal cities, most of the adult education institutions in China are still focused on academic education, and most of them are complementary to the academic education of general institutions of higher education, which deviates from the real needs of society. However, due to the uneven development of various advanced job training and post-university continuing education with the characteristics of adult education, it is difficult to determine the focus.

3.3 Problems in the Construction of Adult Education Faculty in Colleges and Universities

3.3.1 Insufficient investment and attention to adult education faculty development in schools

Adult education generally lacks a dedicated faculty, and most teachers come from part-time positions. Although some colleges and universities have a dedicated adult education faculty, these teachers lack experience in adult education administration and school management. The teachers of adult education in general higher education schools are based on general higher education schools and most of the teaching tasks of adult education are done by full-time teachers of the schools together. The teacher management model is a joint management between the college and the department (school) level within the university, with the department (school) mainly managing its own teaching. Moreover, the teachers' teaching tasks of adult education are only to increase their personal financial income, and the school does not include the teachers' adult education time in the teachers' workload, so the teachers' title evaluation, salary adjustment, scientific research results evaluation and other aspects of treatment are not linked to the adult education teaching work, and the teachers are unwilling or unable to put most of their energy into adult education. The part-time teachers of adult education are replaced more frequently and unstably, which is very

unfavorable to improving the quality of adult education teaching.

3.3.2 Lack of reflection and research on adult education work among some teachers

At present, teachers in general colleges and universities are mostly enthusiastic about teaching and researching subjects in the field of full-time education, and for adult education, they only teach in a lecturing capacity and rarely participate in adult education research. However, the actual situation is that adult education is different from general undergraduate education, the objects of teaching are different, the learning bases, learning purposes and learning methods of students are also different, and the management and teaching methods shall be different; many teachers have not received pre-service study and in-service training in adult education, and have not paid attention to the laws of adult education, and have no teaching experience in adult education, and the little theoretical knowledge they have in adult education is only the scattered knowledge they have come across after engaging in adult education, or the adult education knowledge they have experienced in class may not be very scientific. It is difficult for this type of teacher to grasp the characteristics of adult education, which is highly vocational, social and practical in nature, and to deliver high quality adult education teaching. Moreover, because part-time adult education teachers are responsible for the main work operations of full-time education teaching, they are less likely to devote themselves to their part-time work in terms of time and energy, which will affect the quality of teaching to a large extent.

3.3.3 Lax management of teachers, lack of control mechanisms

Due to the inadequate incentive mechanism, the teaching of adult education teachers lacks proper pressure and vitality, a few teachers do not concentrate on teaching, teaching work is not in place, and some teachers have a weak sense of responsibility and excessive teaching arbitrariness; some teachers cannot prepare lessons according to the teaching characteristics and teaching materials of adult education, and there is a problem that the teaching requirements and the actual lecture content do not match. Since there is no standardized teaching evaluation system, the phenomenon of teachers going through the motions in examinations is more prominent. The lack of a standardized, scientific and reasonable evaluation system for many problems in the classroom teaching process has seriously affected the cultivation of teachers' main competence.

3.4 Other Factors Leading to Bottlenecks in the Development of Higher Adult Education

Entering into the new period, the new situation of China's economic and social development and the development of higher education causes the adult education in colleges and universities to encounter new bottlenecks of development. Firstly, there is disconnecting between the quality of talents and the demand for talents. China's information and internationalization development is accelerating rapidly, and the requirements for talent specification and quality are greatly increased, while the disconnection between the talent cultivation of adult education in colleges and universities and the demand for talents in society is becoming more and more serious. Secondly, the quality of student source is declining. The substantial

expansion of general education has greatly reduced the student source of adult higher education, and the quality of student source has declined more seriously. Thirdly, the development of vocational education diversion of adult education students. The number of enrollment of higher vocational and secondary vocational colleges and universities accounts for more than half of the general higher education, and the students who enter vocational education are the basic source of students of the original college adult education. Fourthly, the policy adjustment led to a reduction in the type of adult education. According to the state regulations, from 2007, the ministry-affiliated colleges and universities stop recruiting full-time students of adult higher academic education and stop running self-taught higher education examinations social assistance off-duty class; from 2008, all adult higher education held by ordinary colleges and universities stop recruiting full-time students. In this way, the enrollment scale of adult education in colleges and universities has shrunk greatly due to the restriction of not being able to recruit graduates. [7]

IV. SUGGESTIONS FOR COUNTERMEASURES TO PROMOTE THE HEALTHY DEVELOPMENT OF HIGHER ADULT EDUCATION

4.1 Establishing the Correct Direction of Higher Adult Education on the New Era

Firstly, the talent demand of market economy requires adult education in colleges and universities to make efforts to break free from the shackles of planned system, to make efforts to adapt to the market demand in enrollment, professional setting, education management, teaching process and evaluation and assessment, to take the talent market demand as the baton, to timely and comprehensively adjust the organization of schooling, to give students qualification education and skill education with high employability and real development ability, and to require adult education in colleges and universities The school running is changed from formal education, school education and academic education to non-formal education, open education and qualification training, so as to cultivate talents demanded by the society. The vocational qualification training and technical level training of more than 2,000 kinds of occupations that have been identified in China will be of great use to the adult education in colleges and universities. Secondly, create professional characteristics and strive to improve the social adaptability of college adult education. The homogeneity of adult education in colleges and universities, the homogeneity of adult education in colleges and universities in different regions, and the homogeneity of adult education in colleges and universities in different institutions are common, which restrict the development of the characteristics of adult education in colleges and universities. College adult education shall strive to strengthen the characteristics of adult education, local economic and social characteristics, and the characteristics of our advantageous disciplines, and shall be different from the research and design of general education in terms of professional setting, curriculum setting, education and teaching design and implementation. At the same time, we shall strictly control the quality of education and realize "lenient entry and strict exit", so as to provide fair educational opportunities for learners and ensure the quality of adult education.

4.2 Establishing the "People-Oriented" Concept of Scientific Development

In order to achieve scientific development, adult education in colleges and universities must adhere to the educational concept of "people-oriented" or "student-oriented", place adult learners at the center of all educational and teaching activities, and take adult learners' ability to effectively improve their survival and development through learning as the ultimate goal. The ultimate goal is to improve the ability of adult learners to survive and develop effectively through learning. The "student-oriented" education concept, specifically, first of all, realizes that the education target is an independent social being with its own reasonable needs, more mature, more subjective and participatory consciousness, and other different physical and mental characteristics and developmental needs from those of adolescents, so we shall create conditions to meet the needs of the education target as much as possible and teaching shall be tailored to the physical and mental characteristics and developmental needs of adult education students. Secondly, "people-oriented" shall pay attention to the inner identity and acceptance of education subjects as subjects, who have a stronger purpose of receiving education, clearly understand their own development needs, and have active influence and potential power on all aspects of education and teaching. Therefore, we shall set "people-oriented education" as a guideline for the future development of adult higher education, and carefully complete the transition from "teaching-centered" to "learning-centered", so as to form a more equitable two-way educational communication and interaction, encourage communication, skepticism, criticism and innovation of scientific knowledge, achieve synergy between teaching and learning, and make adult higher education a real technology and art that helps adults learn, In this way, we will promote the continuous improvement of individual adult higher education and the peaceful and stable development of the economy and society.

4.3 Establishing a Scientific Teaching Quality Assurance System

4.3.1 Developing scientific training programs and building a good framework for quality assurance system

The training program of adult education in higher education shall focus on training applied and complex technical personnel with strong professional skills, while taking into account the academic research ability of the trainees. In the location of teaching objectives, we shall fully consider the characteristics of adult, in-service and amateur teaching of minors, emphasize the application of learning, highlight the application-oriented and practical, to adapt to practical needs, cultivate practical application cognitive awareness and lifelong learning awareness, and combine with answering specific practical questions. In the course setting, the composition of the curriculum and the total number of courses shall be carefully considered to determine the weight of various courses after graduation from the college, and the timing of lectures of various teaching methods shall be carefully studied. Each discipline shall take the professional basic courses and professional courses as the main body, streamline the public courses, and carry out elective courses according to the new concepts, knowledge, technology and methods of the rapid development of professional disciplines. In terms of knowledge structure, the main focus is to expand professional knowledge and innovative knowledge, and to set professional courses in accordance with the

characteristics of industry and the actual needs of industry development, so as to maximize the needs of industrial development for employee quality improvement and thus promote industrial development. In terms of teaching methods, considering the contradiction of adult students' work and the characteristics of less time for teaching, we shall make full and reasonable use of multimedia and other advanced teaching methods to improve the efficiency of classroom lectures and the teaching effect. In terms of teaching management, the school actively explores and carries out credit management, so that each student can choose subjects and topics according to his or her own work requirements, and reasonably arrange his or her own academic time, so that the teacher's autonomy in teaching can be given to each student, thus enhancing the students' initiative and consciousness in studying, in order to achieve the purpose of improving students' learning effectiveness and academic quality.

4.3.2 Following the four principles, ensuring the scientific dependability of the teaching quality assurance system

To build the quality assurance system of adult education, we shall take the overall objectives of education and personnel training objectives as the basis for building the quality assurance system, gradually establish various teaching management and quality control capabilities, and form a systematic and reasonable quality assurance system according to the implementation of the overall objectives of education. The teaching objectives of adult education, especially the professional teaching objectives and curriculum teaching objectives are more specific than the cultivation objectives. Only when the most basic curriculum teaching objectives are achieved can the cultivation objectives be finally realized. Therefore, the focus of building the quality assurance system of adult education is on the realization of course teaching objectives and the destination is on the realization of cultivation objectives. Since the teaching of adult education has its special rules and forms, the process of teaching and learning is a dynamic and complex process, and the implementation of teaching quality is reflected in every section of the teaching process, the construction of the teaching quality assurance system must follow the process principle and carefully analyze every important link of teaching and learning, especially the formulation and implementation of the teaching plan, which shall reflect the gradual realization of the teaching objectives. The quality assurance system of adult education is an organic system, and each element of the teaching quality assurance system and the connection between them shall be analyzed comprehensively and systematically, so that each element can play its own different role and form a synergy to form a unified organic whole. The establishment of the quality assurance system of adult education shall also follow the principle of effectiveness, through the scientific integration of teaching resources, so that all kinds of teaching resources around the common teaching objectives, play a greater effectiveness, and contribute to the realization of teaching objectives.

4.3.3 Improving institutional settings and establishing a multidimensional and unified teaching quality assurance system

It is necessary to establish a quality assurance system of adult education teaching which contains four main elements: teaching organization and management, teaching inspection and supervision, quality

monitoring and evaluation and information collection and feedback. The realization of adult education training objectives depends firstly on the rational, orderly and scientific organization of teaching, and the curriculum setting, class time allocation and examination arrangement shall conform to the laws of professional teaching and the basic requirements of teaching and learning resources, and shall avoid the curriculum setting being out of line with reality and the class time allocation being unreasonable; the whole teaching process shall be arranged in an orderly manner according to the principle of gradual progress, fully reflecting the integrity and progressiveness of the teaching process. The teaching management mainly includes the management of teaching system, teaching plan, teaching operation, teaching resources, teaching information and student registration. The inspection and supervision of the teaching process is an important task, which is to conduct targeted inspection of the whole teaching process, find out problems and solve them in time, listen to and evaluate the relevant courses during face-to-face teaching in a planned and focused manner, understand and grasp the course progress and classroom lectures of teachers in time, find out problems, communicate and exchange with relevant teachers in time, propose improvement measures, and help relevant teachers to improve the quality of teaching and ensure the smooth implementation of the teaching plan. The monitoring and evaluation of teaching quality is an important part of the quality assurance system of adult education, which plays the role of supervision, control and regulation of the whole teaching process. The monitoring of teaching quality shall build up a vertical and horizontal teaching quality monitoring network, from the vertical aspect is to strengthen the monitoring of the whole teaching process, to do a good job in the selection and recruitment of teachers, and to monitor the classroom lecture link; the horizontal aspect is that the quality of teaching is monitored by the leadership and management of the faculty (department), the teaching supervisory team, and the head of the teaching and research office (department) by listening to classes, evaluating classes, randomly checking teaching materials, and by involving students in the evaluation of classes, respectively. The purpose of establishing information collection and feedback system is to collect and feedback teaching information better. The purpose of collecting teaching information is to keep abreast of relevant information concerning teaching quality and to grasp the operation of teaching; the collation of teaching information is a highly professional task, which must be carried out by a group of experts consisting of leaders in charge and teachers experienced in teaching, who will carefully and meticulously analyze the collected teaching information scientifically and provide scientific data support for improving teaching quality. After the teaching information is organized, the relevant information is fed back to different objects to promote the science and perfection of teaching management, the information belonging to teaching is fed back to teachers to promote teachers to improve teaching methods and improve teaching quality, and the information belonging to learning is fed back to students to promote students to correct their learning attitudes and improve their learning efficiency. [8].

4.4 Further Strengthening the Construction of Teachers

4.4.1 Strengthening management, strict selection and recruitment

The educational administrative departments shall raise the importance of adult education, establish a benign operation policy guarantee mechanism that helps the development of adult higher education, and

formulate a targeted system in the construction of the team of faculty. Most of the students in adult education study in the rest of their careers and have certain social experience. Teachers with high education, high titles and high level shall be selected and employed to teach in adult education; in the management of adult education, students' self-study, counseling and face-to-face teaching time shall be reasonably deployed so that students' study time can be fully utilized. Considering the increasingly close connection between adult education and economy and society in colleges and universities, besides appointing teachers with certain teaching experience and strong sense of responsibility to teach, professionals with rich working experience and welcomed by students can also be selected and recruited in the society to teach professional courses, combining theory and examples to meet the characteristics of practical and pragmatic adult learning, so as to enhance the practicality of adult education and improve The practical skills of students are enhanced. [9]

4.4.2 Conducting training, improving quality

It shall give comprehensive consideration to the learning and updating of professional theories and skills of adult education teachers, put forward specific requirements for the learning and improvement of adult education teachers, provide and create favorable conditions for promoting the improvement of teachers' professional theories and skills, strengthen the training work of teachers, formulate corresponding training systems, and give full guarantee in the study time. It shall strengthen ideological and political education to make teachers realize the important status and role of adult education in economic development and social progress, so that they can love the cause of adult education more and establish a sense of honor and mission to contribute to the cause of adult education, as well as strengthen professional knowledge training and practical skills training, so that teachers can achieve intelligent unity and further rationalize the intelligent structure. Schools shall make full use of our faculties' strength, build academic echelons, and strengthen the construction of adult education teachers so that the overall quality of the teachers can be fully improved.

4.4.3 Standardizing behavior, ensuring quality

It shall further regulate the teaching behavior of teachers, teachers are required to prepare lessons carefully, write lesson plans, combine the characteristics of students at different levels, adopt a variety of teaching methods, implement the principle of less and more precise teaching, highlight the key points, break through the difficulties, resolve doubts, not only to clarify the basic theory, basic knowledge, but also to link theory to practice. Teachers cannot suspend classes or reduce class time without permission, they must attend classes strictly according to the rest time, and cannot be late and leave classes early, and otherwise, they will be treated as teaching accidents. To strengthen the examination management, teachers leaking the examination questions, supervising teachers are irresponsible when supervising examinations and conniving at candidates' fraud, all are punished according to teaching accidents. Through the methods of student information feedback, teachers' teaching effect assessment, and special assessment by experts of teaching supervision group, we conduct semester assessment and academic year assessment of teaching work for adult teachers, so as to promote the optimization of teaching team and ensure the teaching quality

of adult education.

4.4.4 Optimizing mechanisms, motivating teachers

Establish an effective incentive mechanism to enhance adult education teachers' sense of responsibility and mission for their work, so that they will consciously regulate their teaching behavior and strive to improve their professionalism. It is necessary to provide warm care and assistance to adult teachers both politically and in life, and to give them the same opportunity to receive the same honor and care as other full-time teachers, to improve their treatment, to include teachers' adult teaching hours in their teaching workload, and to link teachers' title evaluation, salary adjustment, rewards for scientific research achievements and other aspects of treatment to their adult education teaching work. [10] To implement dynamic and flexible management for adult teachers, establish and implement performance-based compensation and rewards, fully guarantee the treatment of all adult teachers, open up growth channels, solve teachers' practical problems, and motivate teachers to focus on teaching and teach with dedication.

4.5 Combining Theory and Practice, Establishing a Diversified Schooling Mechanism

4.5.1 Developing cooperative education

In order to improve its own level of education, the college cannot close its doors, must carry out multi-directional cooperation, and expand the function of social services, according to the needs of the mass of higher education and social talent training, open to the community to run schools. We can carry out the cooperation between schools and institutes (scientific research institutions), school-enterprise cooperation, campus (in the community) cooperation and school-school cooperation; we can expand the scope of cooperation and adopt overseas cooperation and domestic cooperation. Extensive cooperation can greatly open up the development space of adult education in colleges and universities and enhance the vitality of school operation. In the process of cooperation, we shall pay attention to vigorously carry out mainland cooperation, carefully select international cooperation, especially emphasize cooperation between Hong Kong and Taiwan, and pay special attention to regional cooperation. Through mainland cooperation, we can "strengthen the foundation", and through cooperation with Hong Kong, Macao and Taiwan, we can learn from their rich experience in running schools, while cooperation within the region has more direct significance to the development of adult education in colleges and universities.

4.5.2 Establishing practical bases

Adult higher education is continuing education and upgrading education, and the practice of students' positions in service units cannot replace the practical training of high-tech knowledge and skills mastery. In order to cultivate innovative talents to meet the needs of knowledge society, adult higher education must strengthen the practical teaching session, and must strengthen the construction of practical training bases. The construction standard of practical training base of adult higher education shall be higher than the standard of general education base, with special emphasis on "Four Haves": have special sites, have

advanced facilities, have excellent instructors, and have high-tech content and standard. [11].

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