

Research on the Protection of Citizens' Learning Rights

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Abstract: Citizens' learning rights are characterized by subjectivity, equality and development. With the change of the value of China's education policy from "national" to "people's livelihood" since the reform and opening-up, the construction of a lifelong education system has become the only way to protect citizens' right to learn. To this end, it is necessary to adhere to the "people-oriented" concept and encourage diversified development; based on adult education, accelerate institutional innovation; establish a professional team of teachers to improve service quality; rely on modern information technology to expand the scope of services; As the core, accelerate education legislation.

1. Introduction

Article 46, paragraph 1, of the Constitution of the People's Republic of China stipulates that "Citizens of the People's Republic of China have the right and obligation to receive education." According to this, the right to education has become a basic right of our citizens. In the early stage of reform and opening up, due to the constraints of various aspects such as economy and society, China's education generally follows the road of "providing the state and accepting the people". The individual's right to education can only be placed on the state's right to education. Under to understand. Under the principle of national interest priority, the right to education as a duty is regarded as the logical starting point of cognitive education and practical education. It is manifested in the fact that the state (government) mainly promotes educational activities to promote civic learning through administrative means. Government-led education has played a positive role in a certain historical period. However, too much emphasis on "government-driven" education is also one of the main reasons for the lack of subjective awareness of learners, freedom of choice, passive, passive and rigid learning. Therefore, how to make students become masters of learning and mobilize students' enthusiasm for learning has become the main content of China's education reform since the new century. At the same time, the academic circles have been constantly discussing and discussing the right to learn. As early as the 1990s, scholars questioned the "right to education" and tried to construct the concept of "right to learn." The scholar believes that "the right to education in modern society, in addition to the right to exercise education (the subject of this right is the educator), refers more to the 'learning rights' of those who receive education, or to maintain such learning. The right to rights." Further emphasizes the "right to education" of students and adolescents, and the realization of the independence from 'right to education' to 'right to learn' is not only the possibility of history, but also the inevitable development of education itself [1].

2. The Basic Characteristics of the Right to Learn of Citizenship in China

It includes the formation of the learner's subjective consciousness, the establishment of the subject's status and the embodiment of the subject's behavior. In other words, the people who participate in the learning activities are not only the demanders of the learning activities, but also the protagonists of the learning activities. Through the learning activities, they exert their own vitality and achieve independent, conscious and free development. The subjective nature of the right to study requires that the state (government), as the opposite party of rights, fully guarantees the learner's right subject status and avoids (public) power from infringing (private) rights due to excessive intervention.

Includes equality of learner status and equal access to learning opportunities. Those who participate in learning activities are treated equally, without discrimination, and equally enjoy the opportunity to participate in learning and enjoy educational resources. The equality of learning rights requires that the state (government), as the opposite party of rights, allocates educational resources in a balanced manner and provides equal access to education.

Including the update of learning content and the innovation of learning activities. Through the effective participation of learning activities, learners can enhance their cultural literacy and moral level, enrich their spiritual life, and achieve the realm of perfect personality and self-realization. The developmental characteristics of the right to study require the state (government), as the opposite party of rights, to provide quality education services in accordance with the law of development of education, and to achieve “learning and teaching [2]”

3. The Introduction of the Right to Learn: the Logical Starting Point of the Theoretical Context of Lifelong Education

Since the French scholar Paul Langrand first proposed the concept of lifelong education, the education people of all countries have continuously developed and improved the basic concepts, principles and methods of the theory, in order to better promote the development of lifelong education. Although educational researchers and practitioners have different understandings of the concept of lifelong education, the basic consensus has been reached, that is, the core of lifelong education is the subject of human orientation, with the survival and development of life as the coordinates, the acquisition of knowledge resources and information. Internalization is an essential element of this entire process, with the goal of promoting the all-round development of people and the sustainable development of society as a whole. However, in terms of the dimensions currently proposed for lifelong education, its own focus is on “education”, which is the release and exertion of educational power. The state advocates building a learning society from the perspective of system and power. That is to say, lifelong education is to achieve the life of “learning society” with “learning” as the core by integrating various forms of “education” in one's life. Style. Because there is still an intermediate link in the logical sequence from “lifelong education” to “learning society”, the lifelong learning theory that reflects the individual demands of learners is born after the concept of lifelong education is put forward. It emphasizes the equality and harmony between individual and society, the freedom of learning and the authority of educational functions through “learning”, which theoretically compensates for the “logical vacuum” between lifelong education.

Whether it is lifelong education or lifelong learning, its ultimate goal is to cultivate the learning society, and take the survival and development of human beings as the basis for consideration. The learning society is the collection and promotion of lifelong education and lifelong learning. In this society, the acquisition of benefits around the subject's “learning” activities can be fully protected, and the individual's individual value can be maximized. Undoubtedly, it must be supported by some kind of power, that is, the right to learn. With regard to the right to learn, the Declaration on the Right to Learn at the Fourth International Conference on Adult Education of the United Nations Educational, Scientific and Cultural Organization in 1985 stated that the right to study is reading and writing, asking questions and thinking, imagination and creation. To understand the human environment and the history of writing, to receive educational information, and to develop the rights of individual and group skills. The declaration shows that the right to study is an indispensable right for human survival and development, and in educational activities, the core of education is learning behavior, learning to transform people from the object of free development into the main body of creating their own personality, character, and quality [3].

Lifelong education plays a fundamental role in the construction of a whole learning society. It is not only a concept and principle, but also an ideal atmosphere and social operation state about the extraction, accumulation and liberalization of knowledge resources. The value goal is corresponding to the realization of the right to learn. Its theoretical foundation and practical transportation promote the learner to achieve the perfection of individual life and the harmonious development of the whole society, which undoubtedly provides a strong background for the

realization of the right to learn. In addition, the right to learn can be regarded as the extension of human survival and development rights, and is homogenous to constitutional rights (citizens' right to education). In view of this, it is inevitable to independently propose the concept of citizenship learning rights for lifelong education, and it is more appropriate to substitute the right to learn. This right stems from the spontaneous formation of citizens and is marked by autonomous desires. It runs through early childhood, adolescence, adulthood and old age. It is a knowledge resource that relies on the whole process of family, school and society. And a collection of many equity elements of information acquisition. Simply put, citizenship is the right of citizens to acquire knowledge to survive and develop.

4. The Only Way to Realize the Citizen's Right to Learn: the Construction of Lifelong Education System

“Humanism”, that is, people-oriented, with the sound development of people, humanity and personality as the ideal goal and the principle of perseverance, does not mean that all regions have adopted a “one size fits all” education model of unified standards. China has a large population, but its population structure is uneven, and its economic development speed is relatively fast. However, the differences between regions are serious. People from different regions and different ages have different educational needs. In line with this, lifelong education should encourage multiple levels. Diversified development methods. Therefore, lifelong education as a right in our country should first be a lifelong education that satisfies people's diverse educational needs. For example, for the retired elderly, educational activities should be carried out to improve their spiritual literacy and enrich their life in their later years. For those who are laid-off, they need to carry out certain job training. For those who are self-employed, they need certain entrepreneurial guidance. For those who want to “jump”, they need to improve their professional skills. As far as the country is concerned, left-behind children, girls' education, and old-age education have different educational needs. How to implement the “people-oriented” education concept in multi-level and diversified educational activities, to effectively improve people's quality of life and meet the development needs of different people is a key issue that determines whether lifelong education can take root in China's land. Only by solving this problem, lifelong education can be deeply connected with the simple learning thoughts such as “live to the old, learn to be old”, “my life is boundless, and knowing is boundless”, thus establishing a broad public foundation. .

China's lifelong education system is based on adult education and has always been regarded as an off-campus education. It is also listed as the two major educational pillars of the country. The report of the 17th National Congress of the Communist Party of China stated that “the modern national education system is more perfect and lifelong education is basically formed.” The National Medium- and Long-Term Education Reform and Development Plan (2010-2020) also proposes the goal of “establishing a flexible and open lifelong education system”, defining the lifelong education system as “education and training”, “continuing education”, “community education” and “Distance Education”. Furthermore, it proposes to “build a lifelong learning overpass” to promote vertical and horizontal communication of all types of education, and to provide multiple choices to meet the diverse learning and development needs of individuals.” This regulation is the internal education of the lifelong education system. The articulation and communication between types provides a policy basis. Then, how should the national education system and the lifelong education system be connected and communicated? To solve this problem, the state needs to speed up the innovation of the education system, break the long-term “barriers” between school education and off-campus education, general education and adult education, and realize the “integration” lifelong education as soon as possible. At present, the “credit bank” for lifelong education that Shanghai is pursuing is a worthwhile method.

As we all know, high quality education requires teachers with higher professionalism. China's “Teacher Law” stipulates that “teachers are professionals engaged in education and teaching.” In China's general education, adult education and community education, teachers are mainly obtained through transfer, rotation, secondment or post-employment training. Professional training is less

involved, resulting in less specialized work and poor quality education services. Moreover, a considerable part of this type of education (such as community education) is not teaching, but organizing, managing and coordinating work. What is the identity of these workers? What are their professional development prospects? How should they manage their management? These problems also plague lifelong educators, affecting the advancement and deepening of lifelong education. Therefore, at present, the country urgently needs to establish a professional team of teachers engaged in lifelong education to ensure the smooth development of lifelong education. This will involve reforms in many aspects such as the teacher training system, the teacher qualification system, and the teacher management system.

Relying on modern information technology, expanding service scope With the development of modern science and technology, multimedia technology and network technology have gradually become popular, which has facilitated the expansion of service scope for lifelong education to benefit more people. For example, modern distance education is “building a new learning platform for people with its characteristics of openness, technology, interactivity, learning autonomy and resource sharing” [4].

The use of modern information technology in educational activities has made education break the limits of time and space and has gained unlimited extensibility. It can be said that it is modern information technology that has “plugged the wings of soaring” for education. For this reason, Yuan Guiren, Minister of Education of China, presented at the Shanghai International Lifelong Learning Forum, “accelerating the process of educational informationization, building an open and convenient lifelong learning network and service platform, and creating convenient, flexible and personalized learning conditions.” [5]

The learning service platform is one of the trends in the future development of lifelong education in China. The introduction of modern means in education requires the guarantee and support of funds. This is naturally not a problem in economically developed areas, but there are certain difficulties in poor areas, remote areas and ethnic minority areas. One of the important reasons is the lack of regional funding and protection. This has, to a certain extent, tested China's “county-based” education funding and guarantee system.

5. Conclusion

To sum up, the concept of citizenship is proposed on the basis of establishing an international trend of “learning society” and reflecting on the current state of education in the country. It has the characteristics of subjectivity, equality and development. Since the reform and opening up, with the evolution of the national education policy, the citizen's right to study has evolved from obeying the country's development and sacrificing self to promoting the country's development and self-development. The full guarantee and realization of the citizen's right to learn depends on the construction of the lifelong education system. The ultimate establishment of a learning society. This is the hope of the development of the country's education, and it is the expectation of the general public.

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