

In the Perspective of Lifelong Education: Reform of China's Education Management System

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Abstract: If the domestic economy and society want sustainable and rapid development, they need high-quality talent support. As a major social place for cultivating talents and educating talents, if there are problems and loopholes in education management, students will have quality education. The adverse effects are affected. Therefore, the analysis of the policies of the higher education management system can break the limitations of the traditional higher education management system and continuously improve and reform it. At present, China's higher education management system faces many problems, hinders the healthy development of China's higher education, and to a certain extent affects the construction of a lifelong education system. Based on the idea of lifelong education and the influence of lifelong education concept on higher education management system, this paper analyzes the reform of higher education management system under the background of lifelong education from the theoretical perspective.

1. Introduction

With the continuous improvement of China's economic level in recent years, the economic development has also promoted the continuous improvement of the higher education management system [1-2]. According to the problems existing in the development of the management system of higher education, the government education department has carried out comprehensive innovation and reform of the education system, which is also to promote the stable development of education in colleges and universities, and to cultivate more talents to meet the needs of social development [3-5]. The higher education management system refers to the management system of higher education at all levels of government and government education departments and the management mechanism of the university itself [6-7]. However, there are still many problems and defects in the traditional reform of higher education management system [8]. The development and reform of education is carried out under the background of a profound society. As China's economic development is in an important transition period, the current education system is facing new problems [9-12]. This article focuses on the reform and characteristics of China's education management system, profoundly points out the root causes of the education management system, and paves the way for further reform of the education management system.

2. Education Management System based on the Perspective of Lifelong Education

2.1 The Concept of Lifelong Education.

Lifelong education is an uninterrupted and continuous education system from birth to death. It emphasizes that every member of a person's life and society should receive all forms of education at any time and in any place to adapt to social development. And the need for self-improvement. It

breaks through the limitations of traditional school education in terms of space, time and school age, and becomes an activity that is accompanied by the birth of life to the end of life. It connects the conscious educational activities closely with the production activities of human beings, and connects them together to become an education. The effectiveness and function are maximized. Lifelong education has become a guiding ideology that all education systems must implement. Then the basic concept of lifelong education can be shown in Figure 1. Since the development of lifelong education to today, its connotation has gradually enriched. Its characteristics are based on the self-awareness, self-learning and self-education of learners. It is believed that education is criss-crossed, interconnected, and runs through the whole life. Its purpose is not only to improve people's ability, but the ultimate goal is to cultivate people who are fully developed.

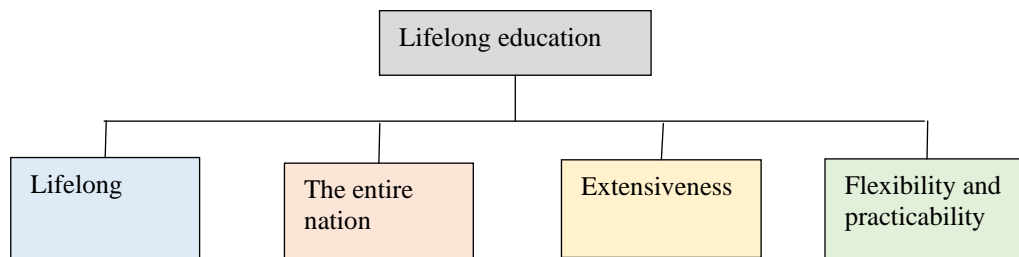


Figure 1. Lifelong education concept

2.2 Definition of Higher Education Management System.

The higher education management system refers to the systemized system of higher education management organization, which is the general term for the system of institution setting, affiliation and responsibilities, and the division of rights and interests in higher education. The higher education management system mainly includes the higher education leadership system, the higher education system, and the higher education investment system. The higher education management system is an important part of the entire higher education system. According to the explanation in the current Wangshushu, "institution" refers to "the general term for the system, system, method, form, etc. of the state organs, enterprises and institutions in terms of institutional setup, leadership affiliation and management authority division." The system is mainly the "institution" of administrative management. It mainly refers to the establishment of administrative institutions, the division of administrative authority and the affiliation. All in all, the university teaching management system refers to the institutional structure of the basic elements in the teaching management activities of colleges and universities, including the institutional setting of teaching management activities, job allocation, authority division and related system norms, which means the teaching management institutions of colleges and universities. A fundamental organizational system for setting up, managing authority divisions, rules and regulations, and their interrelationships.

2.3 The Course of Reform of Educational Management System in China.

The transition from high to low is the key to reform. Decentralize the authority, so that the state's educational management is no longer centralized at the central level, so that local governments and schools can manage more autonomously. This change makes the educational management authority reform from top to bottom in the system. Although the emphasis of management is shifted to local areas, it still belongs to the old system. First of all, local governments have more management and management of local education. In the past, the central government and the relevant ministries of education and administration concentrated on the construction and development of schools, subject and specialty settings, curricula, syllabus approval, allocation and use of educational funds, while local governments and the corresponding ministries of education and administration did not have much management power in this regard, at best, only executive power. At that time, the planned economic system decided that this management mode must be implemented, because it was necessary to use this way to dispatch all educational resources, so as to ensure the healthy

development of educational activities. However, the disadvantage is that the enthusiasm of local schools is not high, and there are many conflicts between the two because of the continuous development of society and regional differences. Because it can not effectively grasp all kinds of information, so the management efficiency is not high. Therefore, the central government reforms the educational management system by transferring the basic education management power to the local government. The central government is only responsible for making decisions on the macro-policy and macro-management, while the local government is responsible for formulating and implementing specific policies and policies, and also has the power to supervise and manage schools. By formulating the outline of educational reform and development, China has made it clear that local governments have the power of running schools and various administrative powers, and also let the decision-making power of local education management be relaxed.

3. Problems Existing in the Reform of Educational Management System in China

3.1 The Location of Each Department is not Clear.

In recent years, with the implementation of the policy of enrollment expansion of general higher education, the shortage of educational resources in Colleges and universities is very obvious. The development of general higher education has seriously impacted higher education and made higher education be neglected. Specifically, some university leaders attach great importance to the expansion of the scale of general higher education in the process of making development plans, which reduces the proportion of higher education in higher education, reduces the investment in higher education, and constantly reduces the number of teachers, resulting in the shortage of educational resources. In addition, some colleges and universities regard higher education as the main source of their economy. They only pay attention to the economic benefits brought by higher education, but neglect the educational responsibilities of higher education, pay attention to income rather than management, and the quality of higher education is not high. In practice, the rights and obligations of the relevant subjects in the process of raising, distributing, using and managing educational resources remain to be discussed. These related subjects mainly include all levels of departments and all kinds of school-running subjects. Dealing with the relationship between rights and obligations of relevant subjects in the management of vocational education can make all relevant persons become a comprehensive force to promote the healthy development of education.

3.2 The Management System is Imperfect and Inefficient.

The construction of teaching management system in colleges and universities is the goal of ensuring the teaching quality of colleges and universities and improving the quality of teaching. On the contrary, the unreasonable and unreasonable teaching management system of colleges and universities hinders the pace of reform of the teaching management system in colleges and universities. The problems in the teaching management system of colleges and universities are mainly manifested in the lack of systematicity of the teaching management system; the implementation of the teaching management system is not strong; the process of teaching management system is cumbersome and inefficient. As early as a few years ago, the Ministry of Education showed that there were 40,000 schools across the country through sample surveys. Many of them were founded by local ministries and related units. 14% of them are provincial, 45% are municipal, and 41% are county, as shown in Figure 2. 40% of the schools belonging to the relevant departments of the provinces, cities and counties are organized by the Ministry of Education, and 60% are from the industry departments or enterprises and privately. The division management system of the block is caused by too many management subjects and non-uniform standards, which makes the school have prominent problems in professional and geographical repetition. Eventually, the teacher resources are scattered, the teaching facilities are incomplete, and the scale is small, so that the education management system The development of reform is inconsistent.

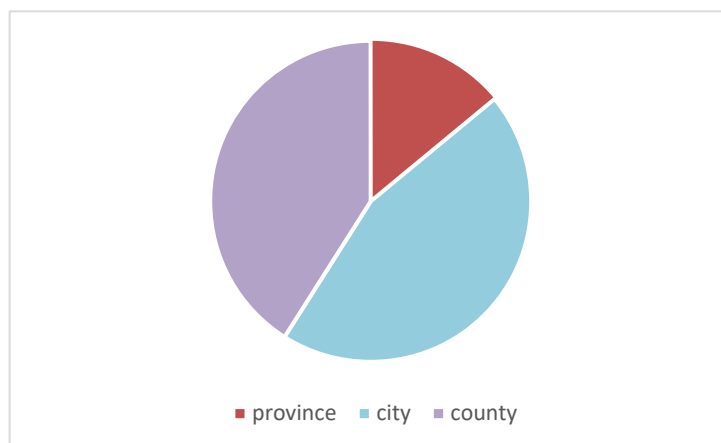


Figure 2. Local start-up attributes

3.3 Insufficient Supervision and Management Mechanism.

In educational management, the mechanism of educational supervision and guarantee should be coordinated with educational decision-making and implementation to jointly promote the development of education. However, at present, the educational supervision and guarantee mechanism is a weak link in the management system of higher education in China. Compared with educational decision-making and implementation, our country pays insufficient attention to the educational supervision of higher education. First, there is no integrity in planning and development. In some places, education is not scientifically integrated into the general economic and social planning, and education development cannot be rationally planned in the overall situation. There are conflicts with urbanization and industrialization development, and education is separated from social and economic development. Second, the coordination management is insufficient. It has long been a fact that education management is chaotic and resources are dispersed. The direct coordinated planning of urban and rural education, full-time and part-time education lacks scientificity, and the imbalance of development is prominent. Fourth, the government's supervision is insufficient. Especially in junior and secondary schools, the problem of not only buying and selling students, but also arranging students in general schools and giving them benefits and fees still exists, and the problem of vocational school students becoming factory workers has not been thoroughly solved. At the present stage, China has not formulated laws and regulations for the implementation of education supervision and guarantee, and has no clear stipulation on the institutions, responsibilities and personnel of education supervision and guarantee. Secondly, the strength of education supervision team is weak, and it is difficult to be competent for the education supervision work in the new period.

4. Countermeasures and Suggestions for the Reform of Teaching System in Colleges and Universities from the Perspective of Lifelong Education

4.1 Establish the Concept of Lifelong Education and Clarify the Reform of Higher Education System.

Lifelong education breaks the time and space constraints of people's education, so that whenever and wherever people are willing to receive education, they have the opportunity to receive education. The introduction of this theory is of epoch-making significance and also points out the direction of reform for China's higher education. Everyone has the right to education. In order to better adapt to the needs of social and environmental changes, everyone should learn; the state and society should provide citizens with opportunities and environment for learning. The reform of China's higher education management system should be based on lifelong education. It is required that the government should strengthen legislation and guarantee the right to lifelong learning under the guidance of the concept of lifelong education; increase investment in higher education to ensure that disadvantaged groups enjoy the same learning opportunities; provide more diverse and more

diverse institutions for higher education institutions and learners. Level of educational services. The government should base on lifelong education and formulate relevant policies to break the current closed education system, so that higher education can be horizontally communicated and integrated with basic education and general higher education, forming a multi-channel, multi-level, multi-directional and multi-form open education system. And should establish its legal status and incorporate higher education into the lifelong education system in legal form.

4.2 Departments Perform Their Respective Functions.

In order to reform the management system of higher education in China, it is necessary for government departments at all levels to abandon the role of high-ranking ruler and initiator and take the interests of the public as the first. The government regards service as its governing basic idea, that is, it only takes management and control as its means, and ultimately takes service as its purpose. Implementing the overall planning responsibility of the government, clarifying the responsibilities and obligations of the relevant subjects, further highlighting the status of the school as a legal person, properly expanding the autonomy of the school, so that local educational resources can be rationally allocated and managed, promoting the reform of the educational management system, and further promoting the healthy development of education. Therefore, the government should serve the development of China's higher education well, do a good job of supervision, so that institutions of higher education have the autonomy to determine their mode of running schools, ways of educating people, allocation of resources, and cooperation in running schools.

4.3 Improving the Supervisory Mechanism of Lifelong Education System in Colleges and Universities.

If the educational management system wants to be reformed smoothly, it must be guaranteed by the corresponding legal system. Transforming the governing paradigm of the government into a service-oriented administrative model is to establish an equal partnership between the management department as the main body of management and the managed person as the object of management. Under this paradigm, the government achieves service-oriented management through supervision, personal participation and cooperation. We should improve the supervision mechanism of lifelong education system in Colleges and universities, introduce social supervision, and jointly reform the management system of higher education in the perspective of lifelong education. First, China should actively set up higher education supervision institutions and posts, set up special personnel to supervise the development of education, and formulate reasonable and feasible educational supervision mechanism, strengthen the standardized management of education, actively maintain the order of education and promote educational equity; second, China should actively cultivate higher education management personnel, strengthen the training of higher education managers, and constantly improve managers. Staff's information technology knowledge, education management knowledge, and then to achieve the improvement of management level.

5. Conclusion

The policy of reforming the management system of higher education is an effective measure to promote the reform of the management system of higher education. The government education management department should combine the different development directions, development needs and teaching characteristics of different regional universities to formulate effective support policies for universities, in order to promote China's higher education. Marketization of the education management system. Only in this way, with the development of the economy and the deepening of the process of political democratization, the education management system can adapt to the social development requirements of the new era, promote the smooth management system with good governance capabilities, implement diversified subjects to run schools, and effectively integrate social education. Resources, realize the synergy of education management, and improve the level of governance modernization of education management.

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