

A Literature Review of Adult Education Research

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Abstract: This paper analyzes and summarizes the current situation of adult education research in recent years and hopes to play a certain reference role in exploring and solving the problems existing in the current domestic adult education, so as to make the domestic adult education develop towards a more healthy and sustainable direction.

Keywords: adult education, research, literature review

1. Introduction

The construction of lifelong learning system and learning society has become an important goal of educational reform and development in the world. At present, there are still some problems in the development of the adult education in China, so innovative research should be carried out both in theory and in practice. In order to solve the contradiction between the problems existing in the current adult education and the needs of social development, it is necessary to conduct in-depth investigation and analysis of the current situation of adult education.

2. Current Research Situation of Adult Education in other countries

Because of the different economic and social environments in which countries live, the development of adult education varies from one country to another, but generally speaking, the development of adult education in developed countries is at the advanced level in the world, let us take adult education in America as an example: As one of the most developed countries in the world, the achievements of America in education have attracted worldwide attention. The characteristics of the adult education can be summarized as follows: First, quality improvement is the main purpose of adult education; second, educational level and income level are positively correlated with the level of participation in the adult education; Third, the life-long education gets the preliminary construction. At the same time, the successful experience of the adult education can be summarized in four aspects: First, the government attaches great importance to the adult education legislation; second, the government effectively delegates the adult education management power; and third, the government and university effectively organize teaching based on the individuality of the college, fourth, the society construct adult lifelong education in an all-round way.

Lifelong education, lifelong learning and learning society are consistent in concept, that is, they all aim at promoting people's all-round development.^[1] By creating a learning society and promoting personalized development, adult education has become an important part of the national development strategy in America. It can be seen that the successful development of American adult education is inseparable from the social support and the legal protection of relevant government departments. It is under the guidance of these relevant systems that the goal of building a learning society in the United States can be achieved.

3. Current Research Situation of Adult Education in China

There are many deficiencies in the development of adult education in China, which are mainly reflected in the improper motivation of adult learning, the impure purpose of the institutions and the imperfect management system of adult education. Therefore, this paper carries on the research discussion to these questions.

3.1 Research on adult learning motivation in adult education

The most common types of adult learning motivation include six aspects, such as interest in knowledge, career development, life change, social service, external expectation and social relationship. With the development of economic globalization, career development is the main factor of the majority of adult learners. The main purpose of participating in learning activities is based on the consideration of individual career development. This usually includes obtaining an employment qualification or a certain professional qualification, obtaining a promotion and salary increase, improving working ability, increasing competitiveness, acquiring the ability to change professions and so on. Students at adult education, who have had more stable careers, choose to pursue a degree in order to advance their careers or increase their human capital. Therefore, more adult students' study in order to improve their professional work, to constantly improve their professional quality, to increase their competitiveness, to obtain more promotion titles or job opportunities.

To sum up, most of the reasons why adults reenter the study hall in China are not to improve their knowledge in the relevant professional fields, but mainly for the higher education and more conducive to the promotion of the position. The emergence of the adult education provides a very convenient way for them to do this. The development of the adult education is limited by the impure motives of the students.

3.2 Research on the education concept of adult education

The current focus of adult education in China is mainly on academic education, which will inevitably lead to the market situation of competing with ordinary higher education for students. Adult education is in a disadvantageous position in the market of competing with ordinary higher education students. If it goes on like this, it will eventually be eliminated by the society. Adult education in China focuses on the students who failed in the college entrance examination, while neglecting to provide flexible and diverse services for different levels of education. With the continuous adjustment of China's economic structure, the demand for talent structure has also changed accordingly. However, the institutions of adult education have not kept pace with the times, and the talent training structure is not in harmony with the rapid development of economy and society. Even some institutions only regard adult education as a way to generate income and only care about economic benefits. Under the guidance of this idea, schools or institutions cannot make too much support for adult education in terms of human and material resources, nor will it take the road of connotative development. Enrollment, teaching, graduation and other links all give way to economic benefits. Whether it is conducive to the pursuit of maximum economic benefits is the starting point to measure the work. This kind of guidance eventually leads to the decline of teaching quality and affects the social reputation of adult education.

The development of adult education in China still cannot get rid of the influence of general higher education. At the same time, under the influence of economic factors, adult education in China tends to be more profit oriented, ignoring the essence of their school is to better spread more professional knowledge to the educated. The idea of adult education obviously lags behind the development of the times. The lack of a broader and forward-looking grasp of the connotation of adult education modernization is the bottleneck of its development.^[2]

3.3 Research on the management system of adult education

Adult education students are learning in a special way, they don't fit in with a full house of teachers, what they need is the conditions and opportunities for autonomous learning. In the classroom, teachers blindly instill, students will not have the opportunity to express and interact. This kind of teaching style, which is dominated by the teacher's "teaching" is a single teaching method and lays particular emphasis on knowledge imparting. It cannot arouse the enthusiasm of adult students and improve their practical ability and innovation ability. For adult students, the old teaching methods will make them feel boring. Through the investigation, it is found that the lack of self-learning consciousness is the biggest obstacle of adult self-learning^[3]. Therefore, the most effective way is to strengthen the guidance of self-study strategy and realize the self-monitoring of students^[4]. On the one hand, this simple teaching mode affects students' normal learning; On the other hand, it also reduces the accumulation of teachers' knowledge. This kind of education mode limits the development of adult education, and makes adult education evolve into a kind of pure academic compensation education instead of knowledge compensation and quality compensation education.

Under the influence of planned economy, the adult education in our country shows that it does not

adapt to the development of market economy in many aspects, such as the concept of education and the way of running a school. As the institutions of adult education, most of its predecessors are subordinate to the administrative organs, and the staff is overstaffed, which leads to the bad result that the school pays more attention to management than teaching, affects the social reputation of adult education, and makes its development lag behind.

The main reason why the teaching quality of adult education in China cannot be guaranteed lies in the lack of strict supervision mechanism. So far, a scientific and authoritative evaluation mechanism for adult education has not been established, and the evaluation of the guiding ideology and teaching quality of adult education has not yet reached standardization; There is a lack of social supervision, administrative supervision and legal supervision on adult education. So that the education and teaching has not yet formed a competitive elimination mechanism, dampening the enthusiasm of some schools and institutions to grasp the quality of teaching.

To sum up, the management system of adult education in China is not suitable for adult students' learning. In the construction of adult education's own discipline system and basic theory, the procedure "refers" to the theory of general education differently^[5]. In teaching, it is basically limited to the teaching of theoretical knowledge, but ignores the recognition of the particularity of the student group, and tries to treat adult students and students of general high school as one kind. At the same time, due to the lack of external supervision mechanism, it is easier for the adult education management system to continue its original teaching and management style. Not willing to innovate in new areas. The existence of this situation hinders the reform of adult education management system.

3.4 Research on the countermeasures for the development of adult education

In view of so many deficiencies in the development of adult education, relevant scholars also put forward different countermeasures.

Adult education should provide students with further training opportunities as the main breakthrough to expand the source of students. At present, the purpose of many people to participate in adult education is to obtain academic qualifications, so as to obtain capital from recruitment, wages and benefits, job promotion and other aspects. This kind of utilitarian learning purpose naturally can't bring good learning effect. What we get in the end is only a diploma, which goes against the original intention of the development of adult education. Therefore, to provide further training opportunities for students, so that students can apply what they have learned, can effectively improve the enthusiasm of students. The purpose of their continuing education and training is to update their knowledge, promote the development of personal professional ability, and realize the requirements of today's society for the development of high-end personnel^[6].

The education people receive in their whole life is more of the various forms of education they receive as adults, including after working. Adult education is an important part of lifelong education. It aims to provide adults with a wide range of teaching opportunities and a variety of options for continuous learning or remedial courses, so as to help people adapt to the new working environment, supplement new knowledge and make rational use of leisure time. Therefore, adult education is not an isolated education, but an essential part of the whole lifelong education system. In short, lifelong learning is an important development trend of adult higher education^[7].

There are five different strategies to improve the level of running a school: (1) promote the integration of disciplines and specialties, improve the level of discipline construction; (2) vigorously cultivate the backbone of teaching and scientific research, establish a high-quality teaching team; (3) comprehensively implement quality education, deepen teaching reform, vigorously cultivate comprehensive and applied talents; (4) strengthen international and domestic academic exchanges, implement open school running; (5) gradually increase investment.

4. Conclusion

At present, the demand for professional and skilled talents in China is more urgent. In view of the changing market demand, China has gradually formed a practical talent training mode of adult higher education with characteristics^[8]. At the same time, we should adapt to the development trend of mass education and lifelong education, based on the characteristics of training objects, focus on vocational and technical education, improve the comprehensive quality of training objects, and cultivate application-oriented technical talents and management talents with strong practical ability and

innovative spirit for grass-roots units^[9]. In the process of reform and development of adult education, it is necessary to build a "university-enterprise cooperation" talent training mode and a "university-enterprise cooperation" applied adult education talent training quality assurance system^[10].

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