

Discussion on the Current Situation and Countermeasures of Regional Community Education: Taking Tongren City, Guizhou Province as An Example

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Abstract: *The report of the 19th National Congress of the Communist Party of China (CPC) put forward that "we should do a good job in continuing education, speed up the construction of a learning-oriented society, and vigorously improve the quality of the people." The Opinions of the Ministry of Education and other nine ministries and commissions on further promoting the development of community education emphasized that community education is an important part of China's education and an important part of community construction. The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly points out that we should vigorously develop urban and rural community education and build a flexible and open education system for all, lifelong education and modern open education covering both urban and rural areas. It can be seen that community education is an indispensable and important part of the national education system. It is not only the needs of the masses for lifelong learning, but also the needs of the construction of a well-off society in an all-round way. It is also the "people's growing need for a better life". Therefore, it is urgent to explore community education in poverty-stricken areas. Community education is an important part of China's education and an important part of community construction, with regional characteristics. According to the regional characteristics of community education, it is of great theoretical and practical significance to explore an open, shared and sustainable development path of community education and construct a new era community education model to meet the learning needs of different groups.*

Keywords: Regionality; Community education; Innovation path; community.

1. INTRODUCTION

The term "community education" originated from the early 20th century and was put forward by American educator Dewey. The Nordic region (including Iceland, Denmark, Norway, Sweden and Finland) is the first region in the world to carry out community education. Our country's community education started in the early 1980s. Under the historical background of reform and opening up, on the basis of summing up the combination of the original school education, family education and social education, drawing on the experience of foreign community education, starting from different regions in China, it has gradually developed through pilot projects. The Ministry of Education defined "community education" in the Minutes of the National Conference on the Exchange of Experience in the Experimental Work of Community Education in 2001: community education refers to educational activities that make full use of and develop various educational resources within a certain geographical range, aiming at improving the overall quality and quality of life of all members of the community, and promoting regional economic construction and social development.

Community education has regional characteristics. Regionality refers to the process that a specific geographical region changes from negative objective to positive subjective, and can connect the transnational interests of the emerging region. Therefore, the author believes that regional community education refers to the educational activities and support services in a region, which aim at the community residents in the region through specific media, widely carry out urban and rural community education, improve the national quality, and accelerate the construction of a learning society. It is an educational complex formed by community education in a certain area.

2. CURRENT SITUATION OF COMMUNITY EDUCATION IN TONGREN

2.1 The idea of community education is vague and one-sided

The survey showed that 60% of the respondents did not have enough understanding of the concept of "live and learn" in community education, and did not have the enthusiasm to participate in the learning activities organized by the community. High, they do not understand the educational development, community safety, social security, community pension, environmental improvement, cultural construction, curriculum construction and other contents of community education, and have a one-sided understanding of community education. In rural areas, the "two committees" of the village are generally older, with a low level of education, a weak awareness of education, inadequate mastery of new knowledge and technology, and even misunderstanding of community education. It is learned from the survey that some people believe that community construction only needs to build "hardware" facilities, because "hardware" facilities belong to the "visible" category, which can best bring a sense of gain and happiness to the people, while community education is "software", even if it is done, it cannot be seen. Some

communities often value "hard" over "soft", which hinders the development of urban and rural community education in Tongren. Generally, the number of citizens participating in community education and the number of all residents in the community are relatively low. The main participation groups are the elderly and young people, while the in-service adults pay very little attention to and participate in community education. In general, community education in Tongren City, especially rural community education, is still at the starting stage of a relatively backward and urgent need to improve the system, and the awareness of community education needs to be strengthened. Whether ordinary community residents or relevant cadres in the street community, there is ambiguity and randomness in their understanding of community education, and they do not even know what community education is, let alone effective community education.

2.2 Weak community education facilities and poor conditions

Although there are five provincial community education pilot units in Tongren, including Tongren Radio and Television University, Bijiang Vocational School, Dejiang Vocational School, Shiqian Radio and Television University Workstation, and Jiangkou Radio and Television University Workstation, and Tongren Radio and Television University is also the "Tongren Community Education Guidance Service Center" that manages the city's community education, its learning place, facility conditions, office facilities and other serious deficiencies, coupled with the late start of community construction in Tongren, poor foundation, and no overall plan. There are many difficulties and problems such as imperfect system and mechanism, separation of sections and blocks within the community, unclear management responsibilities, and greater difficulty in resource sharing. Some even regard departmental resources as the fixed wealth of their own departments, and can't share and build community resources independently, which seriously restricts the development of urban and rural community education. According to the survey, the overall level of community education infrastructure in Tongren City is still very backward. A considerable number of communities do not have community education infrastructure, learning places, activity places, and even office conditions are very simple. The infrastructure of the provincial community education pilot unit also does not meet the requirements of community education, and the learning materials such as handouts and textbooks prepared by the community also do not meet the learning needs of the community residents. The teaching level of the community education teachers is low, and the teaching content is not very consistent with the actual situation of the community residents. It is not convenient to borrow books in the community library or reading room, and community network science. The learning resources or venue facilities are not open to the residents, and the results of community learning activities are not recorded or recognized in the community. It is really "a skilful woman cannot make bricks without straw".

2.3 Lack of community education resources and single activities

At present, community education in Tongren City started in March 2017, and only carried out some community education activities in a small scale based on five provincial community education pilots. There are no community education curriculum resources in line with local realities, no community education curriculum system that citizens like and embodies Tongren characteristics, no community education practice base and lifelong learning platform. Schools, science and technology museums, museums, exhibition halls, libraries, homesickness halls, youth activity centers, elderly activity centers, cultural and art centers, sports activity centers, distance education centers, community cultural activity centers and other public facilities at all levels are not fully open to community residents or provide community education services. Local industrial parks, agricultural parks, industrial bases and other relevant industries and enterprises did not participate in community education. At present, community education activities are only limited to "dancing in the square", "holding an exhibition", "holding a competition", "playing a pair of ft songs" and other minor aspects. There is no systematic planning of community education and targeted arrangement of community education project activities for the elderly, the disabled, teenagers, migrant workers, women and other different groups, and the public is not satisfied with community education. According to the survey, the overall evaluation of community education by the masses is incomplete: basic satisfaction is 52%, dissatisfaction is 48%.

2.4 Community education is difficult to plan as a whole

At present, Tongren City is only an informal organization that has been approved by Tongren Municipal Education Bureau to establish "Tongren Community Education Guidance Service Center" relying on Tongren Radio and Television University. It cannot coordinate the whole city's community education and form a joint force of community education. Community education is a systematic education project, involving education, civil affairs, finance, human resources and social security, science and technology, culture and broadcasting, sports and other departments and fields. In order to highlight the characteristics of the departments and meet the needs of political achievements, all departments make community education become a formalism education that residents need to learn what is needed for administrative work, and carry out repeated, multi-management and passive response. Part of the work also deviates from the learning needs and actual needs of learners, resulting in a disguised waste of educational resources. At the same time, the development of community education between urban and rural areas is unbalanced. Community education is better carried out in cities and towns, but worse in rural areas. Many local and rural areas still cannot talk about community education. The pilot work of community education experiment is a blank point in Wanft, Songtao, Sinan, Yanhe and other districts and counties, and there is still a certain distance from the goal of "extensively developing urban and rural community education".

2.5 No human resources and financial guarantee

The team of community educators is a strong driving force for the effective implementation of community education. At present, community education has not been included in the agenda of local government departments, there is no special investment in community education funds, and there is no full-time community education staff and professional teachers. Community education teachers are mainly composed of part-time staff and volunteers. The team is scattered, teaching ability and teaching level are uneven, time is difficult to ensure, and it is difficult to carry out regular community education and training activities. Many community funds are mainly self-raised by units. The construction of community volunteer team is an important sign to measure the degree of civilization of a community, and an important embodiment of neighborhood mutual assistance and self-service. In terms of community education volunteers, various community education pilot units have done some substantive work and carried out volunteer service activities, but the number of volunteers is small and the activities are small. In addition, there are still deficiencies in the system, mechanism, organization and other aspects of community education, and the pace of theoretical research is also quite slow, only staying at the primary level of practical experience summary. The in-depth theoretical research of district education needs further development and improvement.

3. REGIONAL COMMUNITY EDUCATION STRATEGY

3.1 Implement relevant policies and hold regional community education

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly points out that we should vigorously develop urban and rural community education and build a flexible and open education system for all, lifelong education and modern open education covering both urban and rural areas. The Department of Education of Guizhou Province has successively issued the Opinions of Nine Departments including the Department of Education of Guizhou Province on Further Promoting the Development of Community Education, the Notice of the Office of the Provincial Department of Education on Issuing the Construction Standards of Pilot Units of Community Education in Guizhou Province (for Trial Implementation) and other documents, and Tongren City has also issued documents supporting the development of community education. Tongren Municipal Bureau of Education, relying on the approval of Tongren Radio and Television University, established the "Tongren Municipal Community Education Guidance Service Center", successfully applied for the pilot unit of community education in Guizhou Province, and actively carried out community education research in accordance with the requirements of the pilot unit of community education, entrusted the project of Guizhou University Humanities and Social Sciences Base, "Modern Distance Open Education Service Guizhou Community Construction Research" and other topics, Put forward the community education concept of "based on the reality of Tongren education, integrate community education resources, build community education system, highlight the characteristics of community education, and create community cultural brands", effectively carry out the pilot work of regional community education, and promote the large cultural construction project of "reading for all, learning for Tongren".

3.2 Extensive publicity and education to improve the influence of community education

Only by making extensive use of various carriers, channels and resources, and expanding the coverage and influence of community education, can community educators be known, understood and accepted by people. First, we should effectively improve the awareness rate of the people. Make full use of radio and television, newspaper columns, portal websites, official microblog, WeChat official account and other publicity platforms to produce publicity videos, slogans, etc., to promote community education in a targeted manner, so that different people can understand and understand the content related to the community, and strengthen the attention of the whole society to community education. Second, we should effectively improve the participation rate of the people. In the design of the teaching content of community education, we should pay attention to the participation of the public, analyze the characteristics of community residents by groups and stages, so as to effectively grasp the actual needs of residents, improve the attractiveness and practicality of the curriculum, and truly reflect the people-oriented idea of community education. Third, we should strive to improve the people's satisfaction rate. The 18th and 19th National Congress of the Communist Party of China stressed the need to "provide education to the satisfaction of the people". To run people's satisfaction education, we must first run people's satisfaction schools. To make people satisfied with schools, we must first let teachers satisfy the people. To this end, Tongren City's community education takes "Tongren Lifelong Learning Network" and "Community Education Lecture Hall" as the carrier, vigorously expands the function of community education, optimizes the content of community education, takes civic literacy, professional skills, family education, health preservation, leisure and entertainment, traditional culture, science and technology, etc. as the focus of community education, practically carries out community education pilot, and strives to improve the influence of community education.

3.3 Build a community education model to meet the learning needs of different groups

Community education is an important way to build a learning-oriented society, an effective carrier to promote innovation in grass-roots social management and community governance, and to build a harmonious society. It is an inevitable requirement for China's society to enter modernization and urbanization. It is to build and develop community education with all members of society as the service object, with the purpose of meeting the learning needs of different age, different levels, and different types of social members. All communities should adapt to local conditions and achieve their own characteristics on the basis of universal community education. Actively strive for the level of openness of various public facilities such as science and technology museums, exhibition halls, libraries, nostalgia halls, youth activity centers, elderly activity centers, cultural and art

centers, sports activity centers, etc. to community residents. Encourage enterprises in industrial parks, agricultural parks, industrial bases and other related industries to participate in community education, open it to community residents, and let the masses be willing to accept and meet the learning needs nearby, on the spot, or even at home. This has greatly improved the operability of current community education, especially rural community education, reduced the burden of carrying out work, not only supplemented the lack of government investment, but also avoided unnecessary waste of resources. We will truly run community education to the satisfaction of the people, explore an open, shared and sustainable development path of community education, build community education models such as team learning, experiential learning, distance learning, cooperative learning and comparative learning, and build a community education practice base and learning community with Tongren characteristics.

3.4 Innovate the path of community education and enrich the content of community education

The Several Opinions of the Ministry of Education on Promoting Community Education issued by the Ministry of Education in 2004 emphasized that we should closely focus on the central work of community construction and the education and training needs of community residents, expand and enrich the content of education and training, enhance the pertinence and effectiveness of training, actively innovate training forms, and gradually improve the education and training rate of community residents. Based on the actual situation of the community, Tongren City has innovated regional community education carriers and learning forms, and carried out a wide range of domestic services, vocational technology, mother and child care, home appliance maintenance, planting and breeding, parent-child education, qualified parents training Happiness and wisdom education, mental health, disease treatment and prevention, health and health care, outdoor sports, piano, chess, calligraphy and painting, bonsai art, cooking and tea art, literature and art, local customs, aesthetic taste, tourism knowledge, investment and financial management, re-employment training, social ethics education and other community education activities, improve the quality of life of community residents, and promote the transformation of lifestyle to development, modern, and service-oriented. Build a convenient and fast residential learning service circle and cultivate a number of high-quality learning project brands. To sum up, community education has very obvious characteristics of the times. With the promotion of urban management and the downward shift of the focus of community management, and the transfer of social functions to communities, the importance of community education has become increasingly prominent. It can be seen that under the new situation, we should increase the investment in community education funds, broaden the sources of funds, and integrate and coordinate the community education funds of relevant departments. The in-depth theoretical research of district education needs further development and improvement.

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5. CONCLUSION

To sum up, community education has very obvious characteristics of the times. With the promotion of urban management and the downward shift of the focus of community management, and the transfer of social functions to communities, the importance of community education has become increasingly prominent. It can be seen that under the new situation, to increase the investment in community education, expand the source of funds, integrate and coordinate the community education resources of relevant departments, implement the human resources guarantee mechanism, establish the assessment and evaluation system, accelerate the development of regional community education, strengthen the construction of community education demonstration sites, create the name card of Tongren regional community education, and launch the Tongren community education brand is to build a regional lifelong education system and build a learning society, The fundamental way to promote "mass entrepreneurship and innovation".

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