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Research On the Dilemma and Countermeasures of Elderly Universities

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ABSTRACT

With the increasingly serious phenomenon of global aging, how to build an elderly care service system to meet the physical and mental health development of the elderly and give full play to their advantages of human resources has become a common concern of the society, and the role of elderly education in it can not be underestimated. This paper mainly takes the universities for the elderly in the elderly education as the research object, and puts forward reasonable countermeasures to solve the difficulties existing in the universities for the elderly, such as the unbalanced allocation of educational resources, the shortage of teachers and the inability of curriculum content to meet the needs. So as to realize the orderly and sustainable development of universities for the elderly and strengthen the education for the elderly.

I. INTRODUCTION

According to the data of the seventh national census, the population increased by 17.23 million in 2017 and 12 million in 2020, showing a significant downward trend. According to the 2020 national development bulletin on aging, as of 0:00 on November 1, 2020, there were 264.02 million elderly people aged 60 and over, accounting for 18.70% of the total population. At present, China is still a developing country. The aging population and its proportion in the national population are on the rise. There will be a situation of "getting old before getting rich".

II. RESEARCH METHOD

This paper adopts the method of literature qualitative analysis. Firstly, sort out the materials, classify the different problems of the extracted documents and materials, arrange the general order, and number them. In this process, we should pay attention to continue to identify the authenticity of documents and materials to further ensure their reliability. Secondly, analyze and determine the relationship between the literature and the subject of investigation and research. For the preliminarily sorted documents and materials, carefully ponder over and over again, clarify the internal logical relationship of the documents and materials, summarize accurate concepts, and further deduce the concepts into reasoning, that is, form the basic point of view. Finally, the basic framework of the investigation and research topic is preliminarily determined. In this step, the original documents are further screened according to the theoretical framework of the topic. Through repeated comparison, the necessary components are finally determined to form the content framework of the topic, and then combined with the theoretical framework to form the basic framework of the topic.

III. DISCUSSION

3.1 Definition of University for the aged

The University for the aged is a special institution newly built to achieve "learning for the elderly". It is the most primitive and important school management mode in the education for the elderly. It is a learning place specially set up for the elderly. The formal proposal of retirement system provides a huge demand basis for promoting the development of elderly education in China. At present, there are mainly two kinds of universities for the aged: one is the state-run university for the aged, which is directly funded by the local government. It is generally a public institution subordinate

to organs at all levels. There are quantitative restrictions on the number of students enrolled in these universities for the aged. The other is private universities specially organized by colleges and universities and large state-owned enterprises. The advantage of these universities for the elderly is that they are not limited by age and do not need to wait until retirement. There are many kinds of courses and strong school flexibility.

3.2 Problems in Universities for the elderly
3.2.1 Allocation of educational resources

In 1999, China officially entered an aging society. Compared with the development of aging society in western developed countries, China's aging shows the characteristics of rapid aging, large size, heavy tasks and aging before getting rich. This is an important social factor that China's supply of elderly education resources seriously lags behind the demand for Education, It also determines that the allocation of educational resources such as efficient and scientific universities for the elderly is an urgent and arduous task. At present, the university has set up a variety of courses with the elderly as the main body and the elderly as the main body of recreational resources. At present, the university has established a variety of recreational resources to meet the needs of the elderly. Attention has been paid to the development of digital educational resources for the elderly. Especially in the post epidemic era, all types and levels of elderly universities have applied modern information technology to develop online courses, actively participated in the construction of digital teaching materials, and there is a phenomenon of sharing digital resources of elderly education among regions. Digital educational resources promote the balance of resource allocation to a certain extent. Resource development is still decentralized. Some urban education bureaus, civil affairs bureaus, culture, broadcasting and information bureaus and other departments have made corresponding investment in the development of elderly education. However, due to the lack of overall planning, multi departments have not formed a joint force in the development of elderly education resources, and the effect of resource allocation is not obvious.

3.2.2 Lack of professional teachers in senior Universities

The shortage of professional teachers in universities for the elderly is a big problem. Most of the teachers come from all kinds of schools. In their educational career, they are mainly engaged in youth, teenagers and children, and basically do not do professional teachers for the elderly. At present, there is no professional training for such teachers in higher education, so teachers in universities for the elderly can only be filled temporarily by teachers who have not received systematic learning. If there has been no scientific theoretical guidance for the elderly education, the elderly education itself will not be able to form a virtuous circle, and there will be no fresh blood. In today's society, it is generally believed that the happiness of the elderly in learning is the most important and their needs are relatively simple. However, with the increase of the number of elderly groups, their desire to learn new things, integrate with society and strive to improve themselves is becoming stronger and stronger. At the same time, young people do not pay enough attention to the elderly at home because of the pressure of life, The life circle of the elderly is gradually shrinking, which leads to the increase of the proportion of psychological diseases in this group. Therefore, senior citizens in universities need professional elderly education to be familiar with the psychological conditions of the elderly and provide scientific psychological help.

3.2.3 The content of elderly education curriculum cannot meet the needs

With the improvement of people's living standards, the needs of the elderly for quality of life and spiritual life are also improving. However, the curriculum content provided by some universities or educational institutions for the elderly can not meet the needs of the elderly. MC Clusky believes that the elderly has five learning needs, namely coping needs, performance needs, contribution needs, influence needs and transcendence needs. Chinese scholar Chen Fuxing and others put forward four kinds of learning needs of the elderly in the introduction to elderly education, namely, the need to improve psychological and ideological literacy, the need to live a long and healthy life, the need to enrich spiritual life and the need to learn life skills. Yu Yangang believes that the learning needs of the elderly mainly fall into three categories, namely, the demand for social contribution, the demand for quality of life and the demand for interpersonal communication. Through the investigation of the current situation of elderly education in a certain area, Feng Yiwei found that the real demand of the elderly at present is to obtain the life skills of computers, mobile phone applications and educating future generations. Some are eager to learn psychological knowledge and some are eager to understand life care. The type of demand generally changes from cultivating physical and mental entertainment to realizing their own. Value transformation. Summarizing previous studies, it is believed that the demand of the elderly for learning and using electronic products is increasing day by day, and the curriculum content of most elderly universities is mainly health and entertainment, and the supply and demand are in imbalance.

IV. CONCLUSION
4.1 Stimulate the collaborative driving force of multiple agents and aggregate the advantages of multiple resources

Under the current situation of multi-agent and collaborative development of the aging society, the aging education has become an increasingly important driving force. The institutional environment of elderly education policy is the core external driving factor of multi-agent participation in collaborative governance. To stimulate the strong driving force of multi-body participation in collaborative governance, first of all, it is urgent to accelerate the legislative work of elderly education, and comprehensively establish the supporting systems for the development of elderly education by

governments at all levels, such as fund investment, staffing, field, land, facilities and equipment, which is the basic driving force to promote multi-body participation in collaborative governance. Secondly, we need to improve the integrated development policies and systems of various related industries of the elderly education and the elderly cause. Bringing the development of elderly education into economic and social development is the core external driving factor of governance.

4.2 Enrich the forms of participation in elderly education

Although school education is well known and highly accepted by the public, school education has the shortcomings of fixed teaching time, fixed teaching place and fixed classroom capacity. Combine the elderly education with the Internet, build online courses, and adopt online teaching or "Online + offline" integrated teaching, so that learning is not limited by the scene and breaks the restrictions of time and space. Moreover, online education facilitates the elderly and people with inconvenient legs and feet to contact the outside world. Online education can also be linked with a large amount of online knowledge to break the limitations of classroom knowledge. Chengdu University for the aged carried out online teaching during the epidemic period. The class system jointly built by QQ group, wechat group and other network platforms provides a class platform for students who cannot study on site.

The elderly spends most of their time at home after retirement. If they persuade their families to participate in elderly teaching, family participation can extend the classroom to their families. They can continue to study at home. Families discuss with each other, study together and promote each other. Moreover, family members are more aware of the physical and mental health of the elderly, which can betterr realize the elderly education. Take the family as the unit, from point to area, and build a learning community.

4.3. Establish a unified management system

Elderly education involves many departments, but the power is decentralized, unmanaged, there is no directly responsible department, many policies can not be truly implemented, and everyone prevaricates with each other. At present, most of the systematic education for the elderly in China is undertaken by universities for the elderly, and the administrative departments directly under them are veteran bureaus in most provinces. The business of veteran bureaus is not only the education for the elderly, and their energy and resources cannot be fully invested in the education for the elderly; And part of the elderly education is mainly carried out by the community. The Bureau of veteran cadres has no jurisdiction over the community. No matter what reform or new deal is carried out, it lacks a grasp. Therefore, it is necessary to establish a management organization for the elderly education, which is divided layer by layer in the mode of province city county community, so as to make the government order accessible and promote the reform of the eelderly education.

After establishing the macro management system, we also need the micro management system to cooperate in order to realize the standardization and scientization of elderly education. First, establish a teaching management system. Establish a teaching steering committee to strictly control the selection of teaching materials, teaching plans, syllabus, curriculum objectives, curriculum plans, teaching contents and other aspects of elderly education, scientifically build elderly education courses, and all teaching behaviors should conform to pedagogical theory and adapt to the psychology of the elderly. Second, establish an institutional management system. The quality supervision of elderly education is not only to standardize the curriculum, teaching quality and teaching routine, but also to establish management regulations for student status to ensure the implementation of elderly education. Third, establish an evaluation system suitable for elderly education. The teaching objectives, teaching objects and teaching contents of geriatric education are different from other education categories. Geriatric education is non-profit and public welfare. The purpose is to help the elderly adapt to and participate in society. The evaluation of geriatric education should refer to the feedback of learners and focus on the mental state of the elderly.

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