

ON THE PROBLEMS AND COUNTERMEASURES OF ADULT EDUCATION MANAGEMENT IN SHATOU UNDER THE BIG DATA ENVIRONMENT

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ABSTRACT

This article mainly combines the actual characteristics of the development of adult education in the current stage, analyzes the various problems in the management mode of adult education in the era of big data, ensures the ultimate goal of transformation in the adult education mode, and promotes the sustainable development of adult education in China. Adult education is an indispensable part of China's education system, and its development direction and degree are objectively influenced by the different needs for talents under specific socio-economic conditions. At present, there is an increasing amount of research on adult education theory, but there are still some prominent problems at the theoretical and practical levels. Therefore, this article attempts to further explore adult education and related theories, in order to identify and analyze the prominent problems in the current research on adult education theory and accelerate the exploration of strategies for transforming the achievements of adult education theory research, to provide constructive suggestions for promoting the development of adult education theory and practice.

Keywords: Big data, universities, adult education management models, transformation

INTRODUCTION

1.1 Reflection on the Current Situation of Theoretical Research on Adult Education in China

In recent years, relevant scholars have been continuously deepening their research on adult education theory, placing greater emphasis on the unity of theoretical research and achievement transformation. These research results have further enriched and developed adult education theory, guided adult education practice, and played a certain role in promoting China's construction of a learning society and achieving lifelong education.

However, there are still some problems with the current research perspective, methods, and value orientation of adult education theory. Firstly, the research perspective of adult education theory is not

long-term enough; Secondly, the research methods of adult education theory are relatively single; Once again, the depth of theoretical research is not enough, and the innovation of research is insufficient. These are all prominent issues in the current theory of adult education. Below, we will provide an overview and reflection on the current research status of adult education theory from four aspects: perspective, content, methods, and value orientation.

1.1.1 Research Perspectives on Adult Education Theory

In research from a psychological perspective, relevant adult education theories focus on analyzing learners' learning situations, attempting to explore the psychological structure of adults, and striving to find effective teaching methods for adult education. In relevant research, scholars have explored the connotations and similarities and differences of various learning methods based on specific psychological conditions, such as adult self-learning, work practice learning, transformational learning, experiential learning, etc. These studies provide a methodological basis for the transformation of adult education theories. According to the search results of relevant database websites, there are a large number of relevant literatures searched under keywords such as "adult learning" and "adult education psychology", and the content is relatively concentrated, indicating that researchers have conducted in-depth research from this perspective. By organizing the research content and results from numerous literatures, we found that scholars mainly focus on the learning process of adult education in China. For content such as lifelong self-directed learning, adult learning motivation, informal learning, learning space, and mobile learning, relevant research mainly focuses on the analysis and application of learning theories, while experimental research is still relatively lacking. Furthermore, it should be noted that studying the development of educated individuals in adult education should not overlook the influence of social groups on them. Therefore, in future research, we need to pay more attention to the relationship between adult education and social background and should not be limited to studying theoretical issues at the level of adult learning. Only in this way can theoretically research on adult education be further developed.

In sociological research, scholars often focus on the specific role of adult education in social development, attempting to provide appropriate educational measures for different social groups, thereby improving the social survival status of relevant adult groups and promoting social equity. On the one hand, narrowing the gap between the rich and the poor constitutes the original intention of sociological research on adult education, that is, to achieve social integration and social mobility of vulnerable groups through adult education. Because at present, the widening gap between rich and poor in society objectively restricts social stability and development. Relying solely on market means to allocate social resources will lead to a lack of substantive social justice, and superficial equal opportunities for social entities cannot make up for fundamental social injustice. The intensification of social contradictions also deviates from the goal of building a harmonious society. However, the main problem in current research is that there is a lack of clear boundaries and understanding of the core issues in relevant research, and due to the lack of a reasonable social structure, the overall analysis logic is not strong. On the other hand, improving the overall quality level of society is also an important goal of adult education sociology research. At present, China's population aging trend is becoming increasingly apparent. In future theoretical research on adult education, more attention should be paid to the education of the elderly, so that the development scale and structure of adult education can be more perfect.

To study adult education theory from a philosophical perspective, it is more important to grasp the universal principles in adult education from a macro perspective, in order to find the fundamental significance of adult education, that is, to help adult groups consciously comprehend and understand the

meaning of life through education. At present, although there have been many schools of thought in this research perspective, there are relatively few research results, and the conclusion argument is not sufficient. The depth of research needs to be further strengthened. In this regard, further in-depth exploration of the philosophical foundation of adult education theory is needed in the future.

From a practical perspective, researchers pay more attention to the specific application of adult education theory in practice, pointing out that the practical significance of adult education is to continuously improve individual practical abilities, thereby providing basic subject conditions for social development. There are relatively many research results from this perspective, and scholars have focused more on finding software and hardware conditions to promote the development of adult education. They have proposed constructive suggestions to increase investment in the construction of teaching staff, curriculum system, improvement of teaching systems, and guarantee of teaching facilities in adult schools. However, the current problem in research from this perspective lies in the lack of a solid theoretical foundation behind these research conclusions, resulting in weak persuasiveness of research results and a lack of internal motivation for continuous innovation. In this regard, it is necessary to pay more attention to the development of adult education theory in future adult education theory teaching and attempt to apply more theories to guide practical research.

1.1 The content of adult education theory research

From the current practical research results on adult education theory, the research content is relatively rich, and the research theme closely follows the reality of social development. In specific research, relevant scholars are more inclined to carry out research on education for the elderly. With the introduction of the concepts of lifelong education and lifelong learning, scholars' research focuses on adult learning, learning society, learning organizations and other research topics. With the rapid development of Internet plus in recent years, research has also carried out special informatization, Internet plus adult education Research on the development of adult education under big data [7]. With the development of education popularization, the crisis of student resources in adult higher learning education has become more and more prominent. The overall Lebensraum of adult education development has been constantly squeezed, and the quality of school running has also been questioned in many ways. The development of adult education faces problems. On this basis, the research focus of relevant scholars has shifted towards the transformation and development of adult education, with more focus on the certification and connection of achievements in adult education. Emphasis is placed on curriculum research and development, while also placing greater emphasis on the design of blended teaching resources, innovation of teaching management systems, and brand building. We are committed to researching the construction of a lifelong learning system, strengthening quality evaluation, and promoting policy improvement.

However, overall, current research still lacks a systematic understanding and organization of adult education. The research content is relatively scattered and not in-depth and detailed enough and has not yet formed research results that can effectively guide practice through strong logical deduction.

1.2 Theoretical Research Methods of Adult Education

With the rapid development of big data, the current information collection and integration of data is more convenient, which provides an effective basis for the research of adult education theory to a certain extent and makes adult theory education change the tendency of empty talk in the past, and truly justified the research. However, in the specific research practice, the research is more limited to the

surface research of the technology and the degree, and the depth of the research is still insufficient. In addition, in the research, most scholars are problem-oriented, which makes the application of research methods gradually develop to the direction of diversification. In specific studies, the application of related case studies, statistical analysis, questionnaire survey and other analytical methods is becoming more and more frequent, while the application of practical interview and inquiry research methods has enriched the research methods of adult education theory to a certain extent. However, in terms of the application of the overall research method, the experience color is relatively heavy, that is to say, the integration of effective methods is not realized in the research, resulting in the combination of the overall method application and the problem is not profound.

1.2.1 Research value orientation of adult education theory

For the study of adult education theory, its value orientation is the basis and premise of the research, and only by keeping the value orientation clear can we avoid misunderstandings. According to the current situation of adult education theory research in China, its value orientation is more based on constructivism, practicality and humanism. In the new period, carrying forward people's subjectivity is one of the main directions. Under this background, adult education mainly pays attention to the living conditions, physical and mental characteristics, learning needs and learning motivation of adult learners. In the future study of adult education theory, more attention should be paid to rational regression and humanistic research value orientation.

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2.1 Effective Measures to Promote the Transformation of Theoretical Achievements in Adult Education

In the new era, in order to promote the transformation of theoretical achievements in adult education and provide effective theoretical guidance for actual adult education work, it is necessary to further improve relevant educational theoretical research work, ensure research security, strengthen output of research results, and make the research results more practical and valuable, truly serving adult education practice and regional socio-economic development.

2.1.1 Focus on research and development towards rural knowledge poverty alleviation.

At present, the effectiveness of industrial poverty alleviation is prominent. In terms of carrying out adult education, rural areas are a potential market and an important application environment for future adult education. In this regard, adult education should always adhere to the integration of industry, academia, and research, so that the development of rural vocational education and adult education is closely integrated with industry and products and coordinated development. Adult education institutions should closely cooperate with provincial agricultural vocational colleges and provincial scientific research units to cultivate high-level agricultural professionals, conduct technical research, and enable excellent management personnel, technical backbone, and market management backbone of agricultural processing and marketing enterprises and professional cooperatives to receive high-quality adult

education, thereby promoting the development of the entire industrial chain in rural areas. By accelerating the integration of development and modern vocational education, we can significantly enhance the ability to achieve targeted poverty alleviation and poverty alleviation, truly leverage the theoretical achievements of adult education in rural poverty alleviation and provide effective theoretical and practical guidance for the knowledge poverty alleviation work in rural areas.

2.1.2 Focusing on research results and developing towards innovation.

Innovation in educational mechanisms is a key research direction for adult education theory in the new era. Relevant adult education institutions should fully leverage the academic position of school education business guidance, research relevant adult education innovation theories from the aspects of school equipment, teachers, technology, etc., rooted in rural grassroots, familiar with the needs of rural areas, farmers, and enterprises, and form an innovative linkage mechanism between vocational and adult education. We need to accelerate the innovation of adult education theory in the research of management carriers. Actively establish the modernization construction project of adult education, take the project as the starting point to promote the connotation construction of vocational adult education, and study and create provincial projects such as entrepreneurship education bases for secondary vocational students, community education demonstration schools, new farmer quality training demonstration bases, and backbone majors. Replace summative assessment with developmental evaluation, actively identify problems and deficiencies, and guide the development of vocational education towards higher goals. We should pay attention to the innovation of adult education theory in teaching models. Implement a "modern apprenticeship system", hire technical experts from enterprises to pair up with school professional teachers to enhance the targeted teaching. Establish a "workshop-oriented school" and build a "zero distance composite" talent training model. Carry out "capable person driven" activities and hire wealthy experts as "soil experts" for agricultural training projects. In addition, attention should also be paid to the transformation of adult education theories in building professional brands. Provide talent guidance for building professional brands in regional electromechanical, clothing, chemical, electrical operation and control through effective educational theories; Create a series of humanities and skills adult education brands such as "outward oriented labor training" and "Xingzhi culture". In the research of adult education theory, the focus is on innovative development, and innovation is the key to transforming regional theoretical achievements.

2.1.2 Based on job positions, increase the application and transformation of educational achievements, establish learning achievement certification, and leverage the positive role of high-quality universities in adult education.

Carrying out the transformation of theoretical achievements in adult education is an important measure to implement the national strategy of promoting the construction of a learning society for all and lifelong learning during the crucial period of building a moderately prosperous society in all respects. National open universities should play a leading role, strengthen communication and cooperation with local open universities, radio and television universities, relevant industries, universities, and education and training institutions, organize and guide adult education pilot units in project implementation, form a batch of replicable and promotable demonstration cases, and lead and promote pilot work. To ensure the quality of adult education pilot work, the country should establish a comprehensive and standardized evaluation procedure, in order to select a group of industries, universities, and training institutions with strong willingness, prior experience foundation, and organizational implementation ability to join the pilot. Relevant schools should grasp the timeline, provide classified guidance for each pilot project,

regularly carry out work exchanges, supervision and inspection, and timely report on relevant progress to the Ministry of Education. At the same time, the country should vigorously promote the summary and promotion of pilot cases, play the exemplary and leading role of pilot projects, and create a good social atmosphere conducive to the comprehensive implementation of pilot work. Under the macro guidance of the country, all participants should work together to seize opportunities, explore and innovate, work solidly, accumulate valuable experience, summarize theoretical achievements, promote the transformation of achievements, provide effective guidance for adult education practice, and contribute to the smooth passage of continuing education and lifelong education, and promote the construction of a learning society in China.

2.2 The characteristics of adult education management models in the era of big data

Against the backdrop of the continuous development of a learning society in China, more and more people are realizing the importance of learning, and adult education is also a key component of learning. It is necessary to combine the background of the big data era to transform the adult education model.

2.2.1 Learning resource sharing

At present, the resources play an important role in the field of education, adult education mode in the era of big data background of the key characteristic is to achieve the goal of resource sharing, the key foundation is the effective use of network information technology, break through the limitations of traditional learning resources, can ensure that adults accept related mass learning resources.

2.2.2 Diversified ways of learning

In the context of the development of the big data era, the adult education mode has also broken through the traditional single-alone teaching mode. Although the teaching cost of the traditional teaching mode is relatively low, the overall learning efficiency of students cannot reach the expected goal, and the restrictive teaching difference for adult students is [2]. Under the current development of the information age, more and more people begin to participate in adult education, and through the effective innovation of learning methods, to ensure that more people can receive education.

2.2.3 The learning content is extensive.

Adult education in our country in the era of big data learning content relatively has the characteristics of extensive, and the past different development stages of learning content has certain differences, combined with the actual situation of adult education learning content, from the original degree compensation technology training, under the background of the development of information age more and more attention to political theory basic knowledge and so on various aspects of learning, so this is a characteristic of the new era of adult education.

2.3 The various problems existing in the adult education management mode.

2.3.1 The concept of adult education is generally weak.

At present, in the process of student education in universities, it mainly serves as an extension of school education, so in the process of development, it is not possible to think about the economic reform of education, and blindly emphasize the value of adult education in adult education. Due to the influence of academic education, adult education cannot actively integrate into the adult education system, so it is

not conducive to highlighting the essence of adult education under the premise of a relatively weak concept of adult education.

2.3.2 Teaching mode needs to be further updated.

We must attach great importance to the continuous updating of teaching models, research on teaching activities, and timely changes in quantitative relationships. Only under this premise can we ensure that talent cultivation further achieves its goals. In terms of the values of adult education talent cultivation, based on the actual situation of social and economic development, with social division of labor as the basic guidance, to ensure changes in teaching concepts and improve students' innovation, this is the fundamental transformation of the current teaching mode.

2.3.3 Inadequate faculty and management of adult education

At present, the concept of adult education has received certain attention based on knowledge and educational significance, but the strength and management of adult education teachers are not in place. For individuals in the workplace, we must attach importance to the promotion of continuing education, which can help people improve their learning abilities and achieve further success. However, under the influence of the concept of adult education, we must pay attention to the government's investment in adult education. Only by continuously improving the education system can adult education achieve the goal of self-development. At the same time, the country's investment in adult education is not in place. Against the backdrop of the rapid improvement of China's comprehensive national strength, the investment in the field of education is currently increasing, while the investment in adult education is still relatively small, and the funds invested are far from sufficient.

2.4 The Transformation of Adult Education Management Model in the Era of Big Data

2.4.1 Based on the background of the big data era, changing the concept of adult education management.

Based on the background of the big data era, it is necessary to first adhere to the relevant concepts of adult education. Adult education plays an important role between school education and adult education. Therefore, we should not only attach importance to the connection of consciousness, but also improve adult education through big data resources to achieve the goal of sustainable development, highlighting the advantages and value of education. China's education sector also needs to firmly adhere to the effective concept of lifelong education, which is the fundamental tone of the development concept of adult education. Secondly, we must attach importance to the implementation of the quality concept of adult education. From the perspective of adult education, effective use of big data can expand learning resources. We need to continuously expand our space in terms of popularization, establish relevant concepts of popularization quality while emphasizing the improvement of teaching quality, and actively evaluate them. We emphasize diversified quality goals, meet the actual needs of popularization development through big data, and play the role of adult education itself.

2.4.2 Based on the background of the big data era, changing the teaching mode of adult education.

Based on the background of the big data era, change the teaching mode of adult education. Firstly, the humanistic transformation of teaching objectives. In the current context of the development of adult education in China, we must recognize the key to the transformation and upgrading of adult education, transform the original goals, and clarify the positioning of our own education goals and other adult

education. In traditional social concepts, it plays an important role and must attach importance to cultivating practical talents. Faced with the rapid development of the social economy, talents from all walks of life must possess professional skills, highlight their comprehensive literacy, possess good psychological qualities, and positive values. The goal model of adult education must have a certain degree of factual significance. By effectively utilizing big data, personal growth and development can be regarded as the ultimate goal, respecting the actual structure of human nature and self needs, and ensuring the personal improvement of the educated. Secondly, a comprehensive transformation of teaching content. At present, in adult education, we need to ensure the growth of learners with rich content when setting up majors. Utilizing big data on the existing basis, continuously introducing diverse disciplines and majors, and strengthening the intersection between disciplines, highlighting the characteristics of adult education and ensuring that learners can flexibly apply their learned knowledge to their own work positions. In the process of changing teaching content, it is also necessary to combine the characteristics of the times, highlight the key of education, break away from a single teaching concept, and adopt a diversified curriculum to ensure effective connection between the curriculum and teaching content. Finally, the transformation and upgrading of teaching methods. At present, some schools and educational institutions often stay at the traditional level, with relatively narrow channels of knowledge dissemination that cannot meet their own needs. Therefore, we must combine the actual situation of educators and strengthen the knowledge dissemination path through big data to ensure that learners have complete values and improve their professional knowledge, ensuring that they can improve their professional literacy in the process of learning new knowledge. However, according to the current survey, it has been found that adult education must actively reform and upgrade its teaching methods, broaden knowledge dissemination channels, and utilize diverse teaching content to improve teaching efficiency and quality.

2.4.2 Strengthening the faculty and management of adult education based on the background of the big data era.

In the process of adult education reform, it is often influenced by the professionalization of teachers. Therefore, it is necessary to realize that the success of adult education depends on the construction of teaching staff and professional teams. Therefore, we must pay attention to the effective improvement of the overall level of the teaching staff based on the background of the big data era. In response to the social and special characteristics of adult education, we ensure that teachers can meet their needs and timely supplement experts and scholars to meet the diverse talent cultivation needs of adult education. At the same time, we also need to strengthen the construction of adult education teams, meet the actual needs of adult education development, and provide more theoretical guidance. In addition, school administrators can use big data for enrollment statistics, student personal information statistics (age, industry, original educational level, region, etc.), and use big data to expand enrollment. And use big data for teaching management, analyzing students' acceptance of learning content, such as which course they like, which course they watch for the most time, which course they score on, and how teachers should use comprehensive data to adjust teaching content.

RESEARCH METHOD.

Educational research

Educational research is the process of applying scientific research methods to systematically collect and evaluate relevant educational information and explore the objective laws of education. It has the functions of description, interpretation, prediction and control.

Category: basic research and applied research (purpose); Quantitative and qualitative research (orientation); Description level, interpretation level, migration level, causal relationship level (level); Experimental research, investigation research, observation research

Basic principles: creativity; Objectivity; practicality; Development; Ethical: voluntary, anonymous, confidential, and harmless

Basic process: clear the problem; Literature review; Collect data; Analysis data; Result presentation.

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