

# The Problems of Adult Education Teachers' Construction

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**Abstract.** Adult education as an important part of modern education system must be closely followed the pace of the times. Due to changes in the needs of society, diversity change students will inevitably require teachers also change, in order to adapt to the development of education. This paper discusses the changes in the current students to analyze the lack of adult education teachers' existing team building, and finally focus on how to build teachers proposed measures and recommendations.

**Keywords:** Adult Education, Teachers, Construction.

## 1. Introduction

Currently, the total number of adult students in higher education in the country accounted for more than half of the total higher education enrollment, adult education has its unique characteristics, its object-oriented education and more adult-oriented, there is a big difference between individuals. To accomplish the task of teaching the subject of education depended on the construction of teachers. Teachers in training objectives is to achieve the fundamental guarantee, is a key factor to improve the quality of teaching.

## 2. The current adult education students has changed, which gives teachers the construction of proposed new requirements.

### 2.1 Students decrease

Since 2009, college enrollment, adult education students is shrinking. Regular undergraduate enrollment and again, the rapid development of higher vocational education, college admission proportion rising, some of the Radio and Television University have launched entrance examination, resulting in adult higher education students is gradually shrinking. Students in adult education decreasing become the most pressing problem.

### 2.2 Students diversification

For freshmen students in recent years conducted a survey of staff with work experience account for more than 65% of the total, mostly in state organs and institutions, engaged teachers, doctors and other professional and technical work in enterprises and institutions. Students themselves have some work experience and relevant professional basic theory, so they cannot be limited to adult education content only theoretical knowledge, the depth and breadth of expertise have made *high demands*.

### 2.3 Students learn the purpose of diversification

Through the survey found that students want to improve the existing education accounted for 83 percent, want to get to work or seek a new career accounted for less than 20% through learning. Through this investigation we learned that adult education has been recognized and accepted just stay in obtaining education level, showing that adult education is not high gold content.

## 3. The problems of adult education teacher team building.

### 3.1 Adult education teachers generally low social identity.

For a long time, China's adult education teachers generally low social identity. After years of reform, the party and the state to develop a series of related policies, promotion of adult education teachers, wage increase, bonus and benefits and other aspects make provisions to improve the social

identity of the adult teachers. However compared with formal higher education. Adult education teachers in this occupational group have not been generally accepted by the community.

Adult education teacher lower social identity is a universal global problem. This is the contribution of the entire adult education economic and social development of a country made disproportionate. Even in some of the higher level of education or respect for the teaching profession in developed countries, the policy planning of the teaching profession, but also give priority to the development and implementation of general education teachers, while the adult teacher professional development and implementation of, or be ignored, either mechanically apply general education teachers to implement standards, lack of adult faculty building its own characteristics and understanding of the laws. This problem should pay attention to universal adult education teachers in the process of building.

### **3.2 Adult education teachers in low economic and social benefits.**

Economic and social benefits are a measure of a career is important dimension of social status. 1993 China promulgated the "People's Republic of China Teachers Law" stipulates that the average salary of teachers should "not be lower or higher than the national average wage of civil servants, and gradually increase." Compared with general education, features breadth and complexity, richness and diversity of educational content, community and diversity education evaluation methods of educational institutions of adult education objects, determines the adult education teachers complexity and labor creativity, adult education teachers and social benefits of economic benefits and general education teachers should at least be flat or par. However, from a practical point of view the investigation, adult education teachers in economic and social benefits generally low. Adult education teacher economic, social benefits and their labor to pay a huge complex formed by contrast, often also an important reason for their loss. Thus, in the positive affirmation of adult education teachers, while social contributions, how to provide occupational characteristics corresponding to their salaries, bonuses and medical insurance, pensions and other benefits, is a need to take seriously the problem.

### **3.3 Adult education teacher's insufficient quantity, quality and adult education do not match.**

A sufficient number of adult education teachers, is to promote the core and key adult education development. Currently the party and the country is also more emphasis on the development of adult education and adult education teachers quantity coordination problems, has taken certain measures to promote the expansion of the number of adult education teachers, but the number of poles of development and size of part-time teachers are not the cause of the entire adult education adapt, adult education is significantly lower number of full-time teachers, teacher-student ratio imbalance.

Our adult education adult education teachers have disciplinary expertise; especially adult education theory is quite weak. Adult education teachers are mostly part-time teachers in colleges and universities, or change jobs come from other teachers, most of them adult education teachers have not received specialized training, lack of theoretical knowledge of adult education to adult education and general education confused. Although college teachers generally have solid academic foundation, broad academic perspective, has to grasp the sense of frontier and ability, however, college students and adult learners in the learning experience, after all, there is a huge difference in terms of life experiences, practical ability and so on. Adult education in educational objectives, methods, content and general education there are also differences. This requires general education teachers proficient in the discipline knowledge and understanding of the general cultural knowledge of the premise, to master the theoretical knowledge of adult education, teaching can be targeted according to the characteristics of adult learning, adult psychological characteristics.

### **3.4 A single training institutions, training pertinence.**

Early 80s of the 20th century began, Beijing, Shanghai, Wuhan, Chengdu, Jilin, Heilongjiang were set up adult education college or a second education colleges, specialized training and training mission burden of adult educators, and is responsible for research and guidance adult school teaching work. Since the mid-1990s, some universities have set up adult education professional training master's and doctoral level professionals, to promote the professionalization process of adult education has played a positive role in promoting. But the distribution point of view, these training institutions are more concentrated in the developed cities in limited quantities. Our Teachers College

hosted a relatively high proportion of adult education, the proportion of comprehensive universities undertake adult education is relatively low.

#### **4. It is recommended for adult education teachers team construction proposed.**

##### **4.1 Based on reality, to establish independent full-time adult education teachers.**

To run adult education, you must have stable full-time teachers. Adult education teachers currently rely mainly on a part-time teacher practice has become increasingly able to meet the needs of adult education development. With the popular notion of lifelong education, adult education people get more than just a college diploma channels, more adult education needs to provide professional and technical guidance, adult education colleges have also been more than just accessories, but will Education became an independent direction. Disciplines have their own system and establish their own professional teachers; adult education is the inevitable trend of development. Teachers do not need large and comprehensive, but to meet the goals of adult education teachers is essential. Therefore, the construction of a number of moderate, reasonable structure, high-quality full-time faculty in our hospital, it is very necessary, it is a general trend.

##### **4.2 To strengthen the training of teachers.**

Most adult teachers from the universities, their expertise will be subject to their educational structure. The need for adult education is "multi-skill" comprehensive teachers, which requires them to strengthen training. The training focused on adult education theory of knowledge, professional knowledge and professional skills expand their knowledge and optimize the knowledge structure. Training methods are: (1) self-directed learning. Teachers improve their own level, in order to keep up with regular teachers to enhance the speed of the professional colleges. (2) School training. Hire a professional experience in adult education instructors make special presentations, conduct pass, to help with. (3) To discuss common issues for the teaching process exists to find solutions to common problems. (4) Accept specialized training. Improve the level of expertise, knowledge structure optimization. (5) Training and exchange. Schools should be a full-time teacher to adult education and other institutions to conduct exchanges, so that they have the opportunity to communicate with other school teachers, improve the professional level of teachers.

##### **4.3 Increase its social influence and economic treatment of adult teachers.**

The social role of the teaching profession means a substantial impact on the development of certain social teaching profession arising, it is an objective basis for the social status of teachers. Social status is generally low adult education teachers has become a consensus. Should step up publicity efforts to enhance the social influence of adult education teachers. Education sector should increase social propaganda from the guiding ideology, to enhance the social status and social role of adult education teachers. Adult education institutions should actively carry out publicity work of adult education teacher, highlighting the complexity of their labor and creativity, knowledge requirements of richness, diversity of skills to master. Adult education teachers should pay attention to their own publicity. Protrude from the teaching, practice and other aspects of their own characteristics, strengthen professional skills and improve people's prejudices of adult education teachers know. Through advocacy work, changing people's adult education teachers "dispensable" wrong understanding, deepen people's understanding of adult education teachers, recognition and respect for adult education teachers work to improve adult education teachers' social identity.

Teachers not only affect the survival and development of the economic benefits of individual teachers, but also affect the stability of upgrading teachers and teacher professional status. Adult education teachers is an important part of the entire faculty, which seriously affect the lower economic treatment of adult education practitioners enthusiasm of teachers, resulting in a huge loss of adult education teachers, the impact of adult education quality improvement. Therefore, improving the economic treatment is an important measure to protect adult education teacher's stable and healthy development. Party and state in a correct understanding of the basis of labor should be based on the characteristics of adult education teachers, adult education teachers to develop a unified standard

economic treatment, and according to regional differences, differences in schools, etc., to be adjusted. Content and scope of adjustments include: salaries, bonuses and medical insurance, pensions and other benefits.

## 5. Conclusion

In short, the study found that adult education is low professional status of teachers and social benefits; number of adult education teachers, quality and adult education reform and development is not commensurate; training and adult education teacher training institutions, level, contents of a single, was the main problem of adult education teacher team building process exist. To solve these problems is proposed to improve the treatment of adult education teachers' economic and social status; accelerate the construction of specialized adult education teachers; strengthen the relevant Adult Education teachers' professional training, in order to promote team building and development of Adult Education teachers.

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