

## On the Ways to Improve the Lifelong Learning Ability of Postgraduates of MTCSOL

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**Abstract:** *The ability of lifelong learning is a basic survival ability of human beings in the era of knowledge economy and an important condition for individuals to achieve all-round development. Graduate students, as the backbone of the country's modernization in the future, their behavior will have a huge impact on the value orientation of whole unit, a whole industry and even a whole society. The professional characteristics of teachers determine that graduate students of MTCSOL must have the ability to learn for life. It is necessary to explore ways to improve the lifelong learning ability of graduate students of MTCSOL from the three aspects of graduate students, tutors and universities.*

**Keywords:** *Postgraduates of MTCSOL; lifelong learning ability; autonomous learning; teaching model*

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### I. Introduction

The concept of "lifelong learning" was first proposed in the book *Learning to Survive*, but it was not until the first "World Lifelong Learning Conference" in 1994 that relevant experts interpreted the connotation of lifelong learning from the aspects of learning and education, and proposed "lifelong learning". It is the slogan of the concept of survival in the 21st century. Since then, as a brand new and important educational concept, "lifelong learning" has been widely recognized all over the world. The arrival of the era of knowledge economy and the era of big data has brought unprecedented development opportunities for human development, as well as unprecedented challenges. Learning how to learn and persisting in lifelong learning is one of the most basic survival capabilities of mankind in this era and an important condition for individuals to achieve all-round development.

At the same time, the ability of everyone to learn for life is also one of the basic driving forces for social development and coping with global challenges. My country responds to the requirements of the times, actively integrates into the globalization of education, and actively explores and initiates a lifelong education and learning model with Chinese characteristics. In the late 1990s, the Party Central Committee and the State Council proposed the strategic task of establishing a lifelong learning system and building a learning society. The report of the 16th National Congress of the Communist Party of China proposed to build a "learning society where all people learn and learn for life"; the report of the 17th National Congress of the Communist Party of China pointed out that "continue to promote the reform and opening up of education, update educational concepts, basically form a lifelong education system, and establish a vibrant and dynamic Chinese characteristic A modern socialist education system; the report of the 18th National Congress of the Communist Party of China emphasizes the need to improve the life-long education system and the construction of a learning society; Construct an education system that serves lifelong learning for all. These policies demonstrate the increasingly important social status of lifelong learning.

### Lifelong Learning and Lifelong Learning Ability

Lifelong learning starts at the beginning of a person's life and ends at the end of a person's life. It is a continuous learning process that runs through a person's life, and runs through all levels of education and training at different stages of development in a person's life. Its ultimate goal is to adapt to social development

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and realize the needs of individual development. Lifelong learning starts from the learners themselves, seeking to improve and perfect their own abilities. Lifelong learning also specifically refers to "learning to seek knowledge, learning to do things, learning to live together, and learning to be a human being." "Lifelong learning is a right of a person to develop, so that a person can use all his knowledge and abilities at any time to become what he wants to be. People, live the life he wants." Lifelong learning advocates that the core of education should be changed from education to learning, and emphasizes that the individual is the master of learning activities. Lifelong learning should gradually become a way of life for people, let learning be integrated into life, and life is full of learning, so as to promote the all-round development of everyone, so as to realize the value of individual life, and let individuals experience the dignity and beauty of life.

Lifelong learning ability is not innate, but it can be acquired and continuously developed through individual learning, and will not disappear with the passage of time. At the same time, learning transfer can be realized in various fields. It can be said that lifelong learning ability is a kind of survival and development ability that accompanies a person's life, such as self-learning ability, information technology ability, ability to analyze and solve problems, and ability to cooperate. Based on the above viewpoints, this article believes that lifelong learning ability includes three major dimensions: learning to learn, learning to live together, and learning to change. With the awakening of civic awareness and the growing demand for individual learning, the transformation of lifelong education to lifelong learning is a historical necessity, and it is also a return of educational function positioning from tools to value rationality.

Graduate students are the backbone of the country's modernization drive in the future, and some of them may also become leaders and decision-makers in the fields of economy, politics, culture, education, and science and technology in our country. As a group with a higher level of education, graduate students entering society and entering jobs are always regarded as synonymous with "high-quality, high-level, and high-level", which arouses people's special attention and affects other groups. To actively demonstrate and lead the role, their behavior will have a huge impact on the value orientation of the entire unit, the entire industry and the entire society, and help achieve the strategic goals of the learning society. Therefore, the comprehensive quality of graduate students directly affects the construction of a harmonious society, the formation of social spirit and the future development direction of the country; their acceptance and practice of the concept of lifelong learning directly affects the construction process of the lifelong learning system and Effectiveness.

## II. The Necessity of Cultivating the Lifelong Learning Ability of Graduate Students of MTC SOL

The author conducted a questionnaire survey on the graduate students of MTC SOL in our university from 2014 to 2019. A total of 172 valid questionnaires were received. When asked "what basic qualities do you think should be cultivated for the students", 138 Graduates (80.23%) chose "learning and innovation ability", followed by "professional knowledge", accounting for 70.35%. Analyzing the answers of each graduate, it is found that, except for the 2017 graduates, the most selected is "professional knowledge" (accounting for 78.79%), followed by "learning and innovation ability" (accounting for 69.70%). The most popular choices of other graduates are "learning and innovation ability", followed by "professional knowledge".

The longer the student enters the society and takes part in work, the deeper the understanding of the importance of lifelong learning. In another similar questionnaire survey conducted by the author of the 2020 graduates, when asked the same question, the graduates chose "professional knowledge" the most (accounting for 88.64%), followed by "learning" And innovation ability" (accounting for 70.45%), a difference of 18 percentage points. As mentioned above, although the first class of 2017 graduates is "professional knowledge" (accounting for 78.79%), followed by "learning and innovation ability" (accounting for 69.70%), the difference is less than 10 percentage points.

The total amount of knowledge possessed by human beings has grown rapidly with the rapid development of science and technology and the development of society. Some experts estimate that the total amount of knowledge created and accumulated by human society in the last 20 years is equivalent to or even more than the total amount of knowledge in the past 20th century, and the total amount of human science and technology knowledge in the next 30 years will increase by 100 times on the current basis. . In order to adapt to this era of speed, change and crisis, people must persist in lifelong learning and constantly update their knowledge structure.

In the questionnaire survey mentioned above, the author also conducted a survey on the occupations of graduate students of MTC SOL. The survey results show that 59.30% of the graduates participating in the survey are engaged in education or training. Teachers accounted for 34.88%. The professional characteristics of teachers determine that graduates of MTC SOL must have the ability to learn for life. As a teacher, you must be a learner. The improvement of professional quality, the improvement of teaching methods and the updating of teaching technology are inseparable from learning. Development of education requires teachers not only to be experts in their own teaching subjects, but also in subject education. . From a deeper level, teaching is not purely for the transfer of knowledge, but for the purpose of cultivating people who can serve the society and have the

ability to develop continuously, and achieve the goal of building a learning society. Under the background of this era, the role of primary and middle school teachers who have their own life-long learning capabilities is irreplaceable. Lifelong learning is the only way for contemporary teachers to realize their own development and adapt to their profession.

### III. Strategies for Cultivating the Lifelong Learning Ability of Postgraduates of MTCSOL

It is necessary to incorporate the lifelong learning ability of postgraduates of MTCSOL into the entire process of postgraduate training and make it a necessary indicator to measure the quality of training. Cultivating the ability of graduate students for lifelong learning can start from the following three aspects

#### 1. To guide students to develop the awareness and ability of active learning

The basic premise of effective learning is that learners themselves actively and actively control and manage their own learning activities. It can also be said that the final determinant of learning effect and learning efficiency is the learner, who plays the role of executor and final result in the entire learning activity. The role of the owner, so teaching without active participation of students is unsuccessful teaching. In order to cultivate the lifelong learning ability of graduate students, the first thing to pay attention to is the learners themselves, to understand and grasp the learning behaviors of graduate students of MTCSOL, including their learning motivation, learning attitude, learning methods, learning habits, etc., so as to be more targeted Choose what you are interested in or need to learn in your major.

With a clear learning goal, students will take the initiative to absorb and digest new knowledge based on their original knowledge structure. After entering the school, new graduate students of MTCSOL should study the training plan of the major carefully and clarify the professional training goals. The training goal sets corresponding skill standards and evaluation standards, so that students clearly know what they want to learn, how they should learn, and what skill requirements and quality requirements they want to achieve. On the one hand, it can ensure the purpose and direction of students' learning. Students can determine their own learning behaviors based on evaluation standards, adjust their learning plans, and measure their learning effects against standards. On the other hand, students supervise each other against the standards and cooperate with each other, which can form a positive learning atmosphere and improve students' enthusiasm and initiative in learning.

Various forms of excellent student report meetings, lectures by tutors, etc. can be carried out to stimulate students' interest in learning, let students understand the changes in the way of studying at the postgraduate level, learn to formulate effective study plans, make full use of free time, and enhance the will to learn Power and the ability to learn independently. Provide career guidance courses to let students understand their career interests and career characteristics, guide them to actively plan their careers, learn some knowledge of cognitive psychology, and better understand their own characteristics, for example, their own learning Abilities, hobbies and learning styles, etc., so as to effectively and appropriately coordinate and improve their own awareness and ability of active learning in the actual learning process.

#### 2. To encourage tutors to implement reasonable teaching strategies and innovate teaching models

In the questionnaire survey mentioned above, the author conducted a survey on the biggest problems encountered by postgraduates of MTCSOL in their international Chinese teaching practice. The first three of the survey results are lack of classroom teaching management ability (64.53%). Ability to communicate in foreign languages is not strong (47.09%), lack of Chinese cultural talent (41.86%), and weak basic knowledge of Chinese (35.47%) ranked fourth. According to the degree training program for MTCSOL, the current courses offered by various schools are mainly to teach students what to say in class in the future, and students hope to learn useful abilities for future internships or work, such as teaching practice, actual teaching cases, etc. . Therefore, schools can fully integrate students' hopes of practical knowledge and experience to set up more diverse courses that can produce practical effects in students' practice.

The degree of acceptance and practice of lifelong learning by the tutor who is the "first responsible person" for graduate students has an impact on the degree of realization of lifelong learning among students. The tutor's teaching philosophy should be changed from "teaching-centered" to "learning-centered", guiding students to change from maintenance learning to innovative learning, adopting various organizational forms that are conducive to learning, and flexible teaching methods and teaching Content, to maximize the initiative and creativity of students in learning, improve their ability to use educational resources, and ultimately achieve the maximum individualized development for everyone. At the same time, pay attention to cultivating the professional abilities that play a key role in the development of students' future careers and realize the sustainable development of students. The teaching design is hierarchically advanced, and the arrangement of teaching content is from simple to complex. According to the positioning of the training objectives of vocational education, the curriculum system is systematically constructed, and the training objectives are decomposed and refined from the three aspects of knowledge, skills and quality, and the curriculum focus is changed from The transfer of professional knowledge that is too specific and fragmented is transformed into basic principles, basic

structures, and basic methods with a wide range of transfer values. Through curriculum reform, the comprehensive intersection and mutual penetration between disciplines and majors are promoted, so as to optimize the knowledge structure of college students and improve their abilities.

3. To supervise the school management department to provide necessary guarantees

Diversified teaching evaluation methods are necessary. One is the diversification of evaluation subjects. The main body of evaluation of students' learning effects has changed from pure teacher evaluation to a combination of teacher, student and personal self-evaluation, which makes students change from passive waiting for evaluation to active participation in evaluation, motivating students to correctly understand themselves and urging them to self-evaluate the learning process. Self-reflection, self-education, and self-management. The second is the diversification of evaluation content, that is, the diversification of evaluation methods for learning content, including learning ability, communication ability, problem solving ability, teamwork ability, etc. The third is to adopt dynamic procedural evaluation, which combines students' performance in the learning process, internship performance, and learning progress in each semester while examining the final performance of students, and ensures the objectiveness of the evaluation through diversified evaluation methods. And accurate.

Provide students with a good campus cultural atmosphere. Universities should take various measures to transform universities from ivory towers into lifelong learning centers, and form a strong atmosphere in the universities of "everyone enjoys learning, learning everywhere, and learning all the time". Not only pay attention to the construction of physical campus culture such as campus landscape, but also play the role of spiritual civilization and other virtual campus culture to create a learning campus. Cultivate students to establish the concept of lifelong learning, overcome the idea of "temporarily holding the Buddha's feet" in learning, and make students realize that in the era of knowledge economy, only through lifelong learning and lifelong education can they maintain their competitiveness and advancement. The high-quality teaching resource library and case library provided allow students to learn advanced professional knowledge and skills. At the same time, it provides good school practice and training conditions to improve students' professional skills; build high-quality book resources to allow students to continuously enrich themselves. Cultural knowledge, cultural literacy and other qualities. By hiring base experts, opening famous forums, special lectures, popular science knowledge promotion, art performances, etc., the school creates a cultural atmosphere for all students to learn together on campus, encourages students to learn and share their knowledge, experience and achievements, and consciously improve themselves. Quality, recognize that learning is a natural thing.

## II. Conclusion

The era of knowledge economy is an era in which life and learning are integrated. The survival and development of individuals in this era require life-long learning capabilities. Especially graduate students who are the backbone of the country's modernization in the future should consciously improve life-long learning. The emergence of lifelong learning in the vision of higher education has its inevitability and is also due to the needs of national development strategies.

The main function of lifelong education advocacy education is to promote the perfection and development of oneself, and to enable everyone's potential to be played and demonstrated. Building an education system with the goal of lifelong learning requires universities to provide necessary guarantees and support for graduate students, tutors and classes

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