

MOZI'S THOUGHT ON THE REFORM OF ACADEMIC CONTINUING EDUCATION IN MODERN HIGHER VOCATIONAL COLLEGES

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Abstract

Mozi advocated extending school education to students' life and put forward the concept of continuing education. Both school education and social education include education systems of different stages and models, and people will experience different types of education in their life. There are two aspects of formal education and non formal education. School education is only short-term. He also advocated expanding education from students, which is continuing education.

Since China's reform and opening up, people have received more higher continuing education, while some have also received non academic continuing education. Institutions of higher education are still under construction, and the research and continuing education open plan bears a heavy burden. The continuing education system of education is an important part of continuing education and higher education, and continuing education facilities should be included in the education system. However, in terms of finance, resources, talents and methods, the construction of continuing education model in higher vocational colleges has certain limitations. This article starts from the analysis of the current situation of continuing education in colleges and universities, and discusses the influence of Mozi's thought on the reform of continuing education.

Keywords: Mozi's thought, higher education continuing education, education reform

Introduction

There is still a big difference between the goal of high-level lifelong education and the content of lifelong education. Education for the general public requires all members of society to receive education, which is an important part of the educational activities specially awarded to adults and an important part of the lifelong learning system. The continuing education under the background of the new era should have new knowledge, new functions, new theories and new methods. In this paper, the thoughts of predecessors represented by Mozi thought, combined with the characteristics of current education, studied the reform of continuing education for academic qualifications to meet the practical needs of today's scientific and technological development and social progress.

Problem statement

This research investigates Mozi's influence on the reform of continuing education through literature analysis. Mozi advocates that education in political morality, science and technology, literature and history, and thinking should be carried out. Therefore, workers strongly demand continuing education. Therefore, the continuing education market is expected to further expand. The main business of higher vocational schools is conducive to the development of continuing education. Its purpose is to cultivate practical, technical and skilled professionals with certain theoretical knowledge and strong practical ability, guided by grassroots, production, service and management. The most important factor of the vitality of higher vocational colleges is that the talents they cultivate cannot meet the needs of social and economic development. Social progress and people's requirements for improving the quality of life and quality of life have provided great support for the development and reform of continuing education.

Therefore, this study raises the following three questions:

1. What aspects does Mozi's thought influence the continuing education of higher vocational colleges?
2. Analyze the current situation of continuing education for academic qualifications in modern higher vocational colleges?
3. What are the problems in the reform of continuing education in higher vocational colleges?

Research objectives

The people in the Chinese nation and tradition.

Therefore, the main research objectives of this paper are as follows:

1. Which theories of Mozi influenced the reform of modern continuing education;
2. The way of continuing education reform;
3. The importance of Mozi's thought to the reform of continuing education.

Research hypothesis

Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific assumptions of this study are summarized as follows:

a: According to the relevant theories in the literature review and the summary of previous empirical studies, combined with the purpose, research questions and research structure of this study, the specific assumptions of this study are summarized as follows: The laws of social development affect the changes of educational ideas.

b: According to the relevant theories in the literature review and the summary of previous empirical studies, combined with the purpose, research questions and research structure of this study, the specific assumptions of this study are summarized as follows: The changes in educational ideas directly determine the direction of continuing education reform.

c: The basic law of social development fundamentally determines the development of continuing education reform.

The intermediary function of d: the basic law of social development is the foundation, and the educational thought is directly affected by social development, leading to the reform of continuing education.

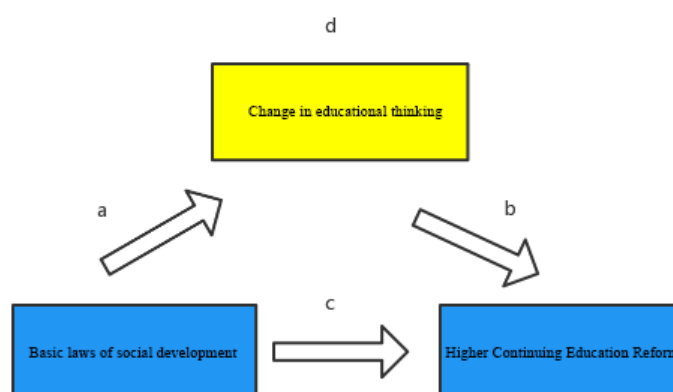


Figure 1: Conceptual Framework

Benefits and significance of research

1. Theoretical significance

Continuing education is an important part of the lifelong education system. Its educational object is mainly the end of school education and social elements. The content of education is targeted at adults. At what stage, specific knowledge is introduced and supplemented, or to change careers, new knowledge and new functions are accepted. How higher vocational colleges respond to the call of the state, seek their own long-term continuous development, and actively carry out the construction and improvement of the continuing education system has become a major issue before us. Continuing education plays an important role in the process of the popularization of higher education. Today's higher education is expanding continuously, with precise positioning, innovation in the development mode of continuing education, keeping the education system under control, and implementing about five measures in the education reform and development demonstration project. Taking continuing education as an example, exploring the development law, formulating scientific development strategies and policies, carrying out teaching, and promoting the continuing development of education have important theoretical and practical significance.

2. Practical significance

The influence of Mozi's thought on the reform of modern lifelong education not only improves the students' moral education level, but also innovates the talent training mode, paying attention to the cultivation of students' innovative ability. The significance of deepening the reform of university lifelong education lies not only in its contribution to the development of lifelong education. First of all, the organic combination of adult academic education and vocational function training is conducive to roughly promoting adult academic courses and changing the curriculum system. Secondly, compared with the alternative attempt of the adult diploma system, the vocational qualification certificate system is conducive to exploring the reconstruction of the type of lifelong education; The contribution of deepening the lifelong education reform of normal universities lies in its role as a pilot area for deepening the academic education reform and development of normal universities.

Theory and literature review

1. Theory

Combining with the existing literature, it can be seen that universities around the world now offer lifelong education courses to train researchers and practitioners of lifelong education. The Department of Continuing Education has greatly promoted the development of continuing education research. The research papers completed by master and doctoral students every year are an important source of continuing education research. Most of the influential continuing education books are written by professors engaged in continuing education. This need also drives continuing education research. International organizations for continuing education and scientific research include UNESCO, international non-governmental organizations, and continuing education organizations in developed countries. These organizations actively promote lifelong education research projects through conferences, seminars, training, publications, etc. These organizations actively promote lifelong education research projects through meetings, seminars, training, publishing and other forms.

2. Literature review

2.1 Introduction

In Mozi's thought, education for human's' harmony 'and' private 'philanthropy is deliberately taught, which enables everyone in the world to control their own' by struggling and getting something. Although his ideas were not accepted by the rulers at that time, he guided the benevolent people in the society at that time and changed people's lives through his

own efforts. In society, there are people who sacrifice their own interests to promote the interests of the people, because of the spirit of justice. Of course, modern society does not need such a spirit of solidarity. However, this thought is still of great significance in modern continuing education. In modern China, examination cannot be the current educational atmosphere. Some of the so-called excellent students are still selfish. Selfishness is the fault of human nature. I think they must work for their own welfare when they live in this world. He is not responsible for the society, only loves himself, and thinks that this is enough. This is extreme, but it reminds us that some college students at that time only considered themselves. To this end, Mozi's ideology educates students to realize the importance of love from their own social awareness and responsibility to others. The interests of building a country and the world in harmony. " This is very instructive. Continuing education can also play a role in promoting national peace.

2.2 Text

The influence of continuing education for academic qualifications in modern higher vocational colleges:

1. Old ideas and scarce funds. At present, the lifelong education in colleges and universities in China pays too much attention to academic education and neglects the training of work functions, which is far from the social needs.

2. The localization of the system and the shortage of talents. At present, the management system of the Lifelong Education College in higher vocational colleges in China is diverse, mainly including three levels of management mode: the first level management mode, the secondary school management mode, and the educational entity management mode.

3. The teaching mode is single and the teaching quality is not high. Because colleges and universities do not attach importance to continuing education and highly rely on teachers' resources, the distance between students and teachers is growing, especially with the expansion of college entrance examination enrollment.

4. Inadequate openness and low degree of social cooperation in running schools. With the further adjustment of the relationship between higher vocational colleges, the government and the market in our country, under the influence of the original traditional concept, it is impossible to create professional colleges and professional brands. The quality of education is not the joint participation of schools and enterprises, but the joint response tool of enterprises and schools.

Conceptual framework

(1) The research framework of this study is shown in the figure below with the intermediary variable of adult physical and mental development law.

(2) Through a questionnaire survey, this paper analyzes the influence of Mozi's thought on continuing education.

(3) The basic law of social development and the change of educational thought are discussed.

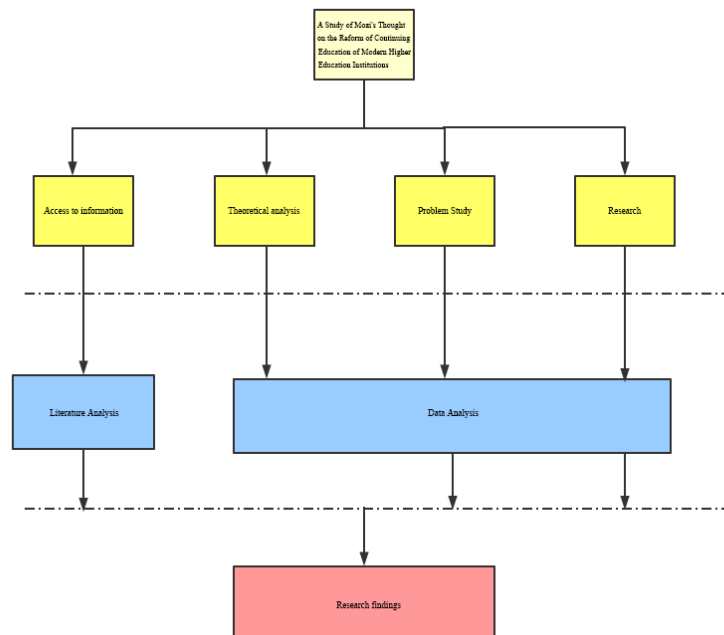


Figure 2: The flow chart of the study is as follows

Research method

This research adopts two methods: literature review and questionnaire survey. The researcher first found the relevant questionnaire literature as the reference for the preparation of the questionnaire. The researcher developed a preset questionnaire prediction, analyzed the scale using SPSS 22.0, and completed the topic selection screening as the statistical basis for the determination of the formal questionnaire.

This research adopts the questionnaire survey method.

The questionnaire researchers designed the questionnaire in September 2022, and sent 150 formal questionnaires to an X vocational college in Zhejiang. 140 questionnaires were recovered. The recovery rate of project analysis and reliability and validity analysis was about 93%. The specific formal questionnaire items are shown in the figure below:

Sampling population: junior students majoring in education management of an X university in Zhejiang Province

Sampling box: Education Management Major of X University in Zhejiang Province

Sampling unit: Education Management Major of X University in Zhejiang Province

The conditions for sampling: 1. Our survey scope is mainly education management major of X University in Zhejiang Province. 2. All the investigators will be students of X University in Zhejiang Province.

Sample size determination principle: through our preliminary survey, we found that 80% of college students believe that college education management has a profound impact on college students' social development. However, according to the scientific statistical sampling principle (economic principle), because the pre survey in the early stage used a random sampling method to select the pre survey objects, there is inevitably a large number of sampling errors. For example, we may judge the objects we want to extract according to our own unprofessional vision; At the same time, we may also select some people around us as our pre survey objects because of the convenience principle. In this way, the market share data we get may have some errors. Due to the large number of schools, the sampling can only be carried

out by means of sampling survey. This sampling is designed randomly with the junior students majoring in education management as a whole. Because the students majoring in education management have a better understanding of education management and their majors are aligned, the junior students majoring in education management are selected as the sub population, and then the data are obtained and reported.

Finalisation of sample size:

Considering the strong homogeneity of the whole college students, we decided to reduce the sample size appropriately. From all aspects, the calculation formula of simple random

sampling error is:

$$\mu\mu = \frac{\sigma\sigma}{\sqrt{nn}}$$

Where: μ represents sampling error, σ Represents the population standard deviation, and n represents the number of sample units.

Calculation of sample size:

Overall standard deviation σ , Permissible error Δx , Confidence degree F_r probability degree t value, the formula of sample size is:

$$n = \left(\frac{tt\sigma}{\Delta xx} \right)^2 = \frac{tt^2\sigma^2}{\Delta x^2x}$$

Sample size After measuring the sample size according to the formula, in line with the premise of ensuring quality and quantity at the same time, and striving to narrow down the factors restricted by time, manpower, material and financial resources, the final number of people to be surveyed was set at 150 people. The specific allocation plan is shown in the sampling plan arrangement.

Research results

1. Statistics

Based on the above literature review and related theories and research purposes, this study uses questionnaires to determine the research structure and object. Select the measuring tools suitable for this study. Use online electronic questionnaires to distribute, measure and collect SPSS data for analysis directly from the network background for classification and analysis. This questionnaire consists of 12 questions, mainly investigating Mozi's thought on the reform of continuing education in modern higher vocational colleges. In this questionnaire link, we have distributed 150 questionnaires, 140 of which are valid, and the male to female ratio is about 3:7.

The number of samples is limited. The data obtained by randomly sampling the respondents by observation can only be roughly estimated, but it is still in line with expectations on the whole. Generally speaking, vocational college students mainly learn about Mozi's thought and continuing education through the network.

2. Data analysis

According to 140 statistical data tables of different regions, the frequency analysis is conducted under different conditions of gender and understanding of Mozi's thought, so as to understand the basic distribution of the number of men and women in the region and different understanding levels.

The frequency analysis on the understanding of Mozi's thought is as follows:

Table 1: How much do you know about Mozi's thought

Figure 6: Necessity of Mozi's Thought

This shows that among the 140 people surveyed in the school, the majority of them (58.9%) believed that the study of Mozi's thought was necessary for the reform of modern continuing education.

It can be seen from the above figure that the number of people who know something about Mozi's thought is the largest, accounting for 50.7%, followed by 23.6% of people who do not know, 15.7% of people who know more, and 10% of people who know very well. The majority of people knew something about continuing education, accounting for 50%, 28.6% were relatively familiar with it, 12.1% were very familiar with it, and 9.3% were not familiar with it.

3. Exploratory data analysis.

Through frequency analysis, we can master the data distribution of a single variable, but in actual analysis, we should not only understand the distribution characteristics of a single variable, but also analyze the distribution of multiple variables with different values, master the joint distribution characteristics of multiple variables, and then analyze the mutual influence and relationship between variables. As far as this data is concerned, it is necessary to understand the cross analysis of current gender, occupation, understanding of Mozi's ideology and Mozi's ideological level.

Table 4: normality test

| normality test | | | | | | |
|--|-------------|------------------------|--------------------|----------|---------------|--------------------|
| | your gender | Kolmogorov-Sminov (V)a | | | Shapiro-Wilke | |
| | | statistics | degrees of freedom | salience | statistics | degrees of freedom |
| How much do you know about continuing education? | 1 | .201 | 47 | .000 | .867 | 47 |
| | 2 | .340 | 93 | .000 | .798 | 93 |
| How much do you know about Mozi's thought? | 1 | .221 | 47 | .000 | .863 | 47 |
| | 2 | .309 | 93 | .000 | .798 | 93 |

4. Multiple response analysis

Multiple response is used for multiple choice analysis, involving two nouns, namely, response rate and penetration rate. Response rate is used to compare the relative selection proportion of various options, and penetration rate is used to select the popularity of an item. The difference between the two terms is that the divisors are different.

First, analyze the response rate, that is, the proportion of multiple choice items, focusing on the items with higher proportion;

Second: analyze the popularity rate, that is, on the whole, the proportion of multiple choice items in all choices, focusing on the items with a high proportion of choices;

The analysis of the results shows that the respondents have a high response rate and popularity rate in the aspects of Mozi's thought that they should pay attention to in the process of continuing education reform in modern vocational colleges.

Summary

(1) From the analysis of the questionnaire data, we can see that the respondents believe that the current continuing education still has problems such as low status, no special legal protection, etc. Therefore, continuing education should strengthen laws and continuing education, and establish laws and regulations.

(2) In the process of the reform of continuing education for academic qualifications in modern higher vocational colleges, the respondents believed that there was a lack of teachers and the curriculum system was not perfect. Therefore, colleges and universities need to give play to their own advantages, attract enterprises to carry out joint education, establish "education departments", guide enterprises' education departments to integrate resources from all walks of life, and comprehensively open up and operate school alliances.

(3) For the current situation of the reform of continuing education for academic qualifications in higher vocational colleges, we should strengthen the training of non academic education and build a characteristic brand of continuing education. Therefore, higher vocational colleges should give full play to their advantages in scientific research and teachers, pay attention to continuing education and training in colleges and universities, and cultivate high-quality comprehensive talents for the society. The government, through the guidance at the national level, promotes the continuing education model that focuses on vocational education and functional training, supplemented by knowledge education, and seeks the reform path that is equal to or replaces the corresponding class adult education with vocational qualifications.

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