Study on the practice of academic education support service system with learners as the main body

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Abstract: In order to fully implement the core spirit of the National Education Conference and strengthen the overall leadership of continuing education, the continuing education of colleges and universities must establish a learner-centered philosophy of running a school, take the effective implementation of the fundamental education task and the construction of a perfect talent training system as the main guide, and guide the strengthening of the comprehensive management capacity system of continuing education. To construct and form a student-centered supporting service system for continuing education and academic qualification education, and strictly check the cultivation and transportation of talents. With the deepening reform of education across the country, learners have been deeply influenced by new teaching concepts such as quality education, personalized education and differentiated education. All subjects, including learners, have put forward higher requirements for school education supply and teaching services. How to better combine the actual construction of an appropriate and perfect academic education support service system is an important means and way to effectively solve many practical problems in the current continuing education, this paper carries out in-depth analysis and exploration.

Key words: continuing education; Academic education; Learner main body; Service system; Construction research

In view of some outstanding problems in the development of continuing education for academic qualifications in China, it is necessary to explore a set of learning service system for continuing education for academic qualifications with high standardization and support through continuous innovation and practice. Under the background of modern education, focusing on multiple subjects such as student-learner centers, teachers, colleges and societies, it actively explores the integrated service model of integrated development of continuing education for academic degrees such as "information platform + multi-agent alliance + multi-channel service", focusing on the cultivation of talents in higher education and high-quality delivery. Effectively promote the all-round guidance services and intelligent supervision and management services of continuing education, and provide strong support for the reform of the capacity building of supporting service governance of continuing education.

I. An innovation-oriented analysis of continuing education support service system from the perspective of learners

Under the background of modernization and information-based education, the scientific construction and implementation of the continuing education support service system centering on learner orientation must be effectively integrated into the new concepts, new ideas and new requirements of higher education at the beginning of construction, such as personalized concept, quality education concept, difference concept, people-oriented concept, etc., which have a more common application in the field of modern education and teaching. And through practice, innovation and exploration, certain educational results have been obtained. Taking learners as the center and optimizing the integration of new ideas and new thought requirements has a very positive practical significance for the construction of a scientific, appropriate, contemporary and exemplary academic continuing education support service system. First, continuing education groups cover a wide range of levels, including school students, office workers, the elderly, etc., mostly for on-the-job training, improve professional skills or supplement knowledge, improve academic qualifications, at the same time, there are various ways of group education, such as self-study, collaborative learning or class teaching, network teaching and so on. The construction of a scientific and perfect education support service system centered on the learner group can fully meet the diversified learning needs of groups at different levels, and is also very beneficial to the development of personalized and differentiated education. Second, from the perspective of learners, it is emphasized that the development of school education should accurately focus on the development of students, deeply tap students' ability potential, highlight students' employment advantages, and allow students to "gain from their strengths". Through characteristic services, standardized services, and comprehensive services, the formation of a distinctive professional system of continuing education for academic qualifications and the law of economic and social development can be adapted to match.

At present, under the background of the reform of the supply-side structure of education, as learners' demands for education supply and service quality gradually increase, in the construction and implementation of talent training programs, the development process of continuing education for academic qualifications often presents practical problems such as inadequate applicability of program system, lack of integration of educational content resources and low support degree of service system. Unable to fully meet the individual learning needs of learners. The specific performance is that the teaching content does not fit well with students' career development, that is, there is a gap between students' learning content and work practice. At the same time, the teaching resources are insufficient to support students' extensive learning practice, and the service ability is relatively insufficient. Based on this, first of all, the fundamental connotation and service scope of learning support service under the background of the big era are fully clarified, and the content category of learning support service is re-integrated according to the actual situation of continuing education for academic qualifications and the requirements of new ideas. Secondly,

an appropriate and perfect support service system is constructed by focusing on meeting students' learning needs, strengthening service perception and sorting out hierarchical service dimensions.

2. The innovative practice path of continuing education support service system from the perspective of learners

1. Adhere to government guidance and optimize the top-level design of talent training programs

In 2022, the Ministry of Education will put forward the Implementation Opinions on Promoting the Reform of Academic Continuing Education in institutions of higher Learning in the New Era in response to practical problems such as unclear school-running positioning, imperfect system standards, imperfect education governance system, and outstanding quality of personnel training, as well as the fundamental requirements for promoting the reform and development of academic continuing education in institutions of higher Learning. Based on the instructions of relevant implementation opinions and policy requirements, it focuses on strengthening the public nature of continuing education for academic qualifications, and requires colleges and universities to flexibly implement online and offline teaching according to professional characteristics and student needs. At the same time, with the support of the government, it leads colleges and universities to actively organize a continuing education service system for academic qualifications that "serves local areas, standardizations in running schools, moderate scale and distinctive characteristics", and provides guidance services for "just updating and upgrading" continuing education for key areas of social manufacturing, modern service industries, rural revitalization and front-line practitioners. In this regard, under the guidance of the government, the establishment of scientific personnel training programs, the introduction of mixed teaching mode, integration and penetration of digital learning resources, the creation of digital technology environment, the implementation of personalized learning services, an all-round good top-level design of continuing education learning support services, the formation of appropriate and reliable personnel training programs.

As for the top-level design of the talent training program, it is necessary to make a comprehensive investigation on the talent training program from the perspectives of exploring the cognitive law of learners, conforming to the professional knowledge structure, meeting the individual needs of learners and conforming to the economic and social changes and development. For example, through online survey and offline visit to confirm the research objects, a comprehensive understanding of learners' goals and requirements, professional structure and industry needs. Guided by the development needs of learners and the needs of social industries, the fundamental task of "cultivating virtues and cultivating people", the central goal of "all-round development", and the education plan of "talent training" and "career development" are solidly promoted. Through the application of the talent training program system, students are promoted to improve their academic qualifications, vocational practice ability and development potential, and the organic combination of teaching theory and vocational practice is realized.

2. Meet the needs of learning services, optimize and integrate learning content resources

Take the needs of learners as an important guidance and focus for the construction of learning support services, fully highlight the service nature of academic continuing education in institutions of higher learning, and truly express the learning needs of students. As mentioned above, the learning needs of learners should be fully reflected from the aspects of academic qualification improvement, vocational ability improvement, personality accomplishment and so on, and always fit the needs of learners and learning service needs, optimize and integrate teaching content resources, and lay a solid theoretical foundation and value foundation for the construction and application of learning support service system. However, based on the construction and application of the learning service system supported by learners' needs, the objects of research services in colleges and universities are more different in learning motivation, learning goals, learning potential and vocational ability. From the perspective of students, the effect of psychological activities such as academic qualification improvement and vocational ability improvement on learning services shows obvious utilitarian color, which has an impact on the appropriateness and perfection of the construction of learning support service system and students' learning satisfaction. After fully clarifying the practical role played by learners' demand orientation, the teaching objectives are accurately positioned in an organized and planned way, and the teaching content resources are optimized and integrated, so as to continuously improve the suitability and compatibility of the practice and application of the learning support service system, and balance the internal connection between the utilitarian learning purpose and the development of comprehensive literacy of the learning group. To maximize the value of learning support services for continuing academic education.

Under the background of information-based education, digital resources play an irreplaceable advantage in the process of talent training. The integration and system construction of high-quality online and offline content resources should first focus on the suitability of the new features of learners' needs and learning motivation. For example, in addition to the promotion of academic qualifications, more learning groups are more inclined to improve vocational ability and learn more new knowledge, so it is necessary to re-integrate teaching content. Highlight the timeliness, innovation and appropriateness of content resources. At the same time, according to the diversified changes of student groups' learning styles, the adaptability of online learning styles and the integration and application of digital resources should be enhanced, text tutoring resources, picture and image resources, audio and video resources should be readjust, and reliable standards for resource construction and application should be established.

In addition, the optimization of the resource system needs to be implemented in practice. The content resource system should be revised according to the relevant national standards and norms for online courses of information technology, continuing education and training, the work requirements should be established, and the curriculum construction and instructional design optimization should be carried out

in depth by combining content resources. That is, according to the needs of learners and new education concepts, scientific planning and subdivision of content resources, building a structured knowledge framework, highlighting the guiding role of knowledge information such as text resources and picture resources, and smoothly promoting the optimization of curriculum teaching design. On this basis, make full use of modern information technology means to build online and offline smart teaching service platforms, build intelligent scenario-style, simulation and interactive practice-style course resource application model, and comprehensively build a course resource service system integrating high-quality resources, high-quality courses and construction standards.

3.Strengthen the perception of service context and construct a whole-process support service system

In the process of learning support service, the learner group is the most direct perception object, and the degree of learning perception of learners is directly reflected by the degree of satisfaction, which is also an important factor affecting the effectiveness of continuing education. By following the multi-dimensional systematic education principles such as "pre-learning service + learning service stage + learning service effect tracking and analysis", the whole process support service system is scientifically constructed. Starting from the professional dimension, career dimension, potential dimension and emotional dimension of learning support, the whole process of learning support service system is constructed, so as to strengthen learners' sense of service context, actively promote the pre-teaching investigation and analysis, teaching stage quality management, after-school guidance service and evaluation and other phased work, and promote the connotation and extension definition and development of continuing education services for academic qualifications. To eliminate as far as possible the misdirection or error brought by the original experience or common sense.

4. Carry out evaluation of support services and build a community of continuing education

Focusing on the needs of learners, an integrated mechanism of online teaching interaction, dialogue and assessment and evaluation should be scientifically established with the help of information technology means and service platforms, focusing on improving timely communication and feedback between learners and schools, content resources and platform models. In other words, to create a variety of interactive dialogue opportunities and Windows for learners' needs feedback, and promote the positive change from the former professional question and answer to the direction of humanistic care and communication. Through assessment and evaluation feedback, we should simultaneously pay attention to the process experience of teachers and learners' training and participation in online teaching. While promoting the optimization and upgrading of learning support services, we should strive to build a community of academic continuing education construction with multi-subject participation and support, and consolidate the quality and development guarantee of continuing education. Let the assessment, evaluation and feedback of learning support services run through learners' continuing education. For example, the construction of the evaluation system must comply with the "Learning focus construction standards", "Business evaluation measures" and other systems and norms, embed it in the structure of continuing education personnel, organizational structure management, teaching support services and other links, fully implement dynamic assessment and evaluation, and promote the healthy development and improvement of continuing education service quality.

Epilogue

To sum up, centering on the learner's subject center, we should accurately target the role of continuing education for academic qualifications, optimize and integrate course content resources and teaching models, and promote the continuous development and continuation of continuing education for academic qualifications. Through the analysis and discussion of this paper, we hope to have a relatively clear understanding of the current situation of continuing education for academic qualifications and its future innovation ideas, so as to build a scientific and appropriate learning support service operation system, in order to fully meet the diversified learning needs of different levels and different educational groups.

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