

Optimization and Innovation of China's Education of the Old Aged Paradigm in the New Era

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Abstract

The main contradiction in the development of China's education of the aged in the new era is the contradiction between the growing elder's longing for a good education life and the inadequate development of the education of the aged. In theory, optimizing and innovating the development paradigm of China's education of the aged is of great significance and multiplier effect for solving this main contradiction. The first is to clarify the theoretical logic of China's the aged paradigm optimization (including making clear the inevitability of paradigm optimization and innovation, analyzing the mechanism of paradigm optimization and innovation, reflecting on and finding the existing problems of the current paradigm, and so on.); The second, we must base ourselves on theoretical research and practice frontiers, learn from others, and construct a new paradigm of "Integrate Organism" (including the choice and basis of new paradigm, the specific connotation and development vision of the new paradigm, etc.); The second, it is necessary for us to propose a concrete implementation path with realistic relevance according to the new connotation of the paradigm. Only the overall coordinated promotion of the three can revitalize the vitality of China's education of the aged in the new era.

Key words: Education of the aged; Paradigm; Optimization and innovation; Integrate organism

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On October 18, 2017, Xi Jinping solemnly declared at the 19th CPC National Congress that socialism with Chinese characteristics has entered a new era, and the main contradictions in our society have been transformed into the contradiction between unbalanced and inadequate development and the people's ever-growing needs for a better life. According to the theory, we consider that the main contradiction in the development of China's education of the aged in the new era is the contradiction between the growing elderly's longing for a good education life and the inadequate development of education of the aged. In theory, optimizing and innovating the development paradigm of China's education of the aged is of great significance and multiplier effect for solving this main contradiction. The first is to clarify the theoretical logic of China's the aged paradigm optimization (including making clear the inevitability of paradigm optimization and innovation, analyzing the mechanism of paradigm optimization and innovation, reflecting on and finding the existing problems of the current paradigm, and so on.); The second, we must base ourselves on theoretical research and practice frontiers, learn from others, and construct a new paradigm of "Integrate Organism" (including the choice and basis of new paradigm, the specific connotation and development vision of the new paradigm, etc.); The second, it is necessary for us to propose a concrete implementation path with realistic relevance according to the new connotation of the paradigm. Only the overall

coordinated promotion of the three can revitalize the vitality of China's education of the aged in the new era.

1. THE NECESSITY OF OPTIMIZING AND INNOVATING THE PARADIGM OF CHINESE EDUCATION OF THE AGED IN THE NEW ERA

All kinds of signs and related statistics show that China has entered the aging society ahead of time: China's elderly population over 60 years old has reached 241 million at the end of 2017, accounting for 17.3% of the total population, which has far exceeded the standards of the international aging society. It is expected that the aged population will reach 487 million in 2050 accounting for 34.9% of the total population. Various social problems caused by aging have had a comprehensive and far-reaching impact on the construction of China's socialist modernization. Although vigorously developing education of the aged, as a major measure to solve the problem of aging has already become a global consensus and China's education of the aged has made great progress in recent years, it is still difficult to fully satisfy the elderly's yearning and need for a better old age education in the new era because of various reasons. Therefore, we urgently need to vigorously develop education of the aged, and continuously expand the scale and quality of education of the aged, forming a new paradigm of education of the aged that is suitable for China's national conditions and has Chinese characteristics.

1.1 This Is the Logical Premises for the Development of China's Education of the Aged

Logically speaking, we must optimize and innovate the development paradigm of education of the aged firstly to vigorously develop education of the aged. As we all know, the factors that influence and determine the development of education of the aged are diverse. But in summary, the three major factors, world view, values and methodology, have more direct and obvious influence on the development of education of the aged. Therefore, in order to completely solve the main contradiction of the development of education of the aged, we must start from these three. The paradigm has exactly three functions of world view, values and methodology. Because the paradigm "as a common norm recognized by an academic field, describing its consistent worldview and leading the research direction, is the common value and consistent standard of members in this field." "Paradigm" is not only the bond of solidarity and collaborative exploration of a scientific community, but also the basis for further research and exploration; it can not only give the characteristics of any discipline, but also determine its future and development." In recent years, with the rapid development of China's education of the aged, the

research on the paradigm of education of the aged has also begun to rise, and many theory achievements have been produced. However, as a whole, the depth and strength are both not enough, especially the research from the perspective of the paradigm.

1.2 This Is an Important Way to Effectively Protect the Legitimate Rights and Interests of the Elderly

The 21st century has become a society that realizes lifelong education, and old age education is an important part of the lifelong education system. Education is the legal right that the elderly should enjoy, but the contradiction between supply and demand of the aged education is extremely prominent now. Take the statistics of China Association of Senior Citizens in 2013 as an example, the total number of elderly people in China is 202 million, 6,772,834 elderly students, and 2,282,200 elderly people can enjoy Distance Education for the Aged. The sum of the two is 9,055,034, and the enrollment rate is only 4.48%. It can be seen that the educational rights of the elderly are not well protected and satisfied. More importantly, the elderly are no longer satisfied with simple material pension, but mainly pursue spiritual pension. And the full guarantee of education rights can truly meet the spiritual needs of the elderly. As mentioned above, the solution of these problems is closely related to the world view and values in the education of the aged paradigm. Only by optimizing and innovating the education of the aged paradigm at the world view level, can we truly protect the legitimate rights and interests of the elderly in education and better meet their needs of spiritual pension.

1.3 This Is the Only Way to Solve Many Problems in China's Old Age Education

According to a comprehensive survey on China's current education of the aged, we can easily find that there are many shortcomings in the current education of the aged: the theoretical orientation and value identification of education of the aged is not scientific enough, the content and methods of education of the aged are seriously lagging behind, and the overall development scale of education of the aged is far from satisfying the diversified demand for education of more and more the elderly, the development of online education for the elderly is slow, high-quality education resources for the elderly are insufficient and lack of integration and sharing, insufficient attention to the development and research of the discipline of education of the aged, and the narrow social adaptability of the current education of the aged paradigm, and so on. In essence, the reason for the above-mentioned problems is the current Chinese the aged paradigm that has been hidden behind the appearance of the problem. Thus it can be seen that optimizing and innovating China's education of the aged paradigm is the only way to solve the various problems of education of the aged.

1.4 This Is an Important Part of Promoting the Lifelong Education System and the Construction of a Learning Society

There is no doubt that education of the aged is an important content and symbol of the lifelong education system and the construction of a learning society. Therefore, both the promotion of lifelong education system and the construction of learning society can't go well without the development of education of the aged. The development scale, development quality and overall development level of the education of the aged directly determine and influence the level of the promotion of lifelong education and the construction of a learning-oriented society in China. And in order to vigorously promote education of the aged, it is necessary for us to optimize and innovate the education of the aged paradigm that directly affects the development of education of the aged. From the perspective of history and reality, we can find that only the serious and thorough deconstruction and construction of the current paradigm of education of the aged can truly promote the lifelong education system and the construction of a learning society.

2. PARADIGM THEORY: THE BASIC METHODOLOGY OF THE HUMANITIES AND SOCIAL SCIENCES

Although originated from the field of philosophy of science, the paradigm theory soon became a universal methodology of philosophy and social sciences since it was born. Education of the aged belongs to pedagogy in terms of the nature of the discipline, so it is entirely possible to apply paradigm theory for exploration and research. However, in order to apply the paradigm theory to education of the aged, we must grasp the main connotation of the paradigm theory and its related theoretical significance.

2.1 Rich Connotation of Paradigm

Thomas Kuhn, a famous American scientific philosopher, is the pioneer of paradigm theory. His paradigm theory reveals the "Da Vinci Code", a paradigm hidden behind the appearance of scientific progress and development from the new perspective of historicism and humanism. The formulation of the paradigm concept plays the role of a milestone for the development of science. Some experts even believe that "the paradigm is a milestone in the history of wisdom" and "the most important excavation in the scientific field in the past half century." Since then, the paradigm theory has continuously broken through the boundaries of disciplines and has been widely used as a basic research method in many fields. The reason why paradigm theory can have such a wide range of influences and great charm is that it is the first time to scientifically clarify the humanistic meaning of science

and the rich humanistic ideas contained in the paradigm itself, thus completely breaking the myth that reason is the essence of science and making the humanity, subjectivity and sociality of science clear. It is for this reason that paradigm theory has become a universal methodology for philosophical humanities and social sciences.

According to the comprehensive view of the Kuhn paradigm theory and related research results at home and abroad, it is not difficult to find that the richness of the paradigm proposed by Kuhn is very rich. It covers different aspects of belief, value; technology, etc. shared and adhered to by members of the scientific community. It is not only the theoretical basis and practice norms on which all sciences operate, but also the world view and behavior pattern that all researchers in a certain science follow. Kuhn pointed out: "In accordance with the established usage, the paradigm is a recognized model or pattern"; "the paradigm is the unit that has the most extensive consensus in the scientific field, and we can use it to distinguish between different scientists' communities or sub-communities. It is possible to generalize, define, and relate different paradigms, theories, methods, and tools that exist in a science". Therefore, the paradigm plays a role of "both underground and supreme" in the development of science. It is not only the basis and the guide for scientific research, but also the fundamental guide for deep understanding and interpretation of the development process and laws of science.

2.2 Three Types of Paradigms

Kuhn's paradigm theory not only reveals the rich connotation and characteristics of the paradigm, but also makes a detailed and comprehensive division of the paradigm type, which provides a realistic possibility for the specific application of paradigm theory in the field of humanities and social sciences.

2.2.1 Metaphysics Paradigm

Metaphysics is philosophy. The understanding and revelation of philosophy on the nature and laws of the world has a very crucial impact on science. It is the starting point and premise for the scientific community to engage in scientific activities, so the so-called mode of metaphysics means the belief shared by the scientific community. Based on philosophy, it is the embodiment of philosophy in the scientific field. Therefore, the metaphysical paradigm has a decisive significance and function for the value orientation and methodological orientation of the scientific community in scientific activities.

2.2.2 Sociological Paradigm

Scientists do their research according to the beliefs established by the metaphysical paradigm, forming a universally recognized scientific achievement and academic tradition, which is the so-called sociological paradigm. The sociological paradigm enables members

of the scientific community to carry out various research work in accordance with the similarity and structure of existing scientific achievements. Therefore, the connotation of this paradigm is the basic theory of the discipline and the major scientific achievements that the scientific community has accepted, including the conceptual system that forms the basis of academic research, the cornerstone category and theoretical framework including core theory.

2.2.3 Artificial Construction Paradigm

The artificial construction paradigm belongs to the level of practical operation methods. It uses the paradigm as a tool that relies on its own successful demonstration, a solution to the problem, an image or an example for analogy. The example is a typical and concrete “solution” based on recognized scientific achievements. The scientific community learns paradigms through the example and learns ways to solve similar problems.

2.3 Three Major Functions of the Paradigm

As the premise and driving force of scientific development and scientific revolution, paradigm has three important functions. At the level of worldview, it provides a unified scientific belief for members of the scientific community. At the level of values, it provides “theoretical and methodological beliefs” for practical workers through “model or pattern”. At the level of practical operations, it provides specific methodological guidance for all members of the scientific community with “common theoretical framework”.

The paradigm’s world view function is mainly manifested in the unique understanding and essential hypothesis of the scientific community on the basic theoretical issues of the world’s essence, material composition and transformation. It is the basic premise and fundamental driving force for the scientific community to carry out all activities. In fact, people’s various behaviors and decisions in actual work are based on the world view contained in the paradigm.

The paradigm’s value function is mainly reflected in its normative role in the establishment of the highest goals of the members of the scientific community: All the research, decision-making and results of the members of the scientific community are designed to prove the rationality and authority of the scientific beliefs on which they depend and to serve as the highest goal of their work. Because of this, the paradigm can attract its followers to carry out fruitful research and practice with its unique charm. It is for this reason that the paradigm can attract its supporters to carry out fruitful research and practice activities with its own unique charm. This shows that the paradigm enjoys an independent and important position in the subject area.

The paradigm’s methodological function is mainly expressed that paradigms composed of elements such as scientific achievement, model, and rule regulation can

provide strong support for the theoretical framework and thinking mode of the scientific understanding activities of members of the scientific community. Because the paradigm inherently defines the specific perspectives of the research, analysis ideas, operating procedures, and experimental tools.

The three functions of the paradigm are a unified whole, which can provide the necessary scientific beliefs, intellectual support and ideological guarantee for our scientific work. Among them, the world view function is the core and basic support of the entire paradigm system. Once the world view paradigm shifts, which means a revolutionary leap in science. From the content, the paradigm shift is not only the reconstruction process of the scientific knowledge system, but also the process of optimization and innovation of the scientific community’s world view, values, methodology and behavioral methods and practical standards. And so, this paper takes paradigm optimization and innovation as a key to solve the main contradiction of China’s education of the aged. The value function solves the problem of direction selection in actual work. It is the intermediate link between the core and the periphery of the paradigm system, playing a role in the transmission of the link; the methodological functions (such as specific research methods, application techniques, operational methods and tools, etc.) are the terminal of example. It can be seen that only the three functions work together can guarantee and promote the normal progress and sustainable development of scientific activities on the whole.

3. REFLECTIONS ON THE CURRENT EDUCATION OF THE AGED PARADIGM IN CHINA

3.1 The Connotation of the Education of the Aged Paradigm

The education of the aged paradigm is the sum total of theories, models, methods and experiences gradually formed in the process of the development of education of the aged. It embodies some common beliefs about the recognized problems and theoretical essence of education of the aged. An independent education of the aged paradigm can be formed through the abstraction and structural scientific summarization of the existing old educational experience. In terms of nature, the education of the aged paradigm can be divided into the theoretical construction paradigm and the empirical summary paradigm. The former is the discipline community norm for the elderly education theory research experts; the latter is the common experience that the workers explore, create and summarize in practice. Supplementary synergy. These two complement and work together. In terms of level, there are three levels about the education of the aged

paradigm from top to bottom: The first level is the world view paradigm, which mainly refers to the theoretical orientation and value orientation of the education of the aged. The second level is the methodology level, which mainly refers to the basic methodological principles of education of the aged, but it does not refer to specific methods. The third level is the specific operation methods, which mainly refers to all possible specific methods and operation modes used in the teaching process of the education of the aged. Scientifically distinguishing the types and levels of the education of the aged paradigm can help us reflect and analyze the problems existing in the current education of the aged more clearly and objectively.

3.2 Essential Characteristics of the Education for the Aged Paradigm

3.2.1 Special Social Constraints

Different from the natural science paradigm, the education paradigm for the aged has special social constraints. The education paradigm for the aged is influenced by government, society and academia, among which the government plays a major role on it. The particularity of the education for the aged determines that we should not only regard the education for the aged as academic theory and education, but understand it from the perspective of the whole society and government-led management. Therefore, the state and the country should never leave the education for the aged alone.

3.2.2 Extensive Intervention

The development of education for the aged should not simply be a study of the facts, phenomena and truth of education. In the process of the development of any type of education, society and economy, technology and standpoint, value and meaning will be involved or penetrated in different degrees. In other words, the development of education for the aged is the dialectical unity of value and fact, standpoint and theory, understanding and explanation.

3.2.3 Outstanding Value

Scientific and independence are essential to optimize and innovate the educational paradigm for the elderly. However, at the same time, we cannot forget the outstanding value of the education for the aged, since it reflects the state and society's awareness of education of the aged in terms of values and ethics of responsibility.

3.3 The Deficiency of Current Education Paradigm for the Elderly in China

After more than 30 years of development, China's education of the aged has formed its own educational team, main subjects and sub-subjects, and the understanding of basic category and basic rules of the education for the aged has been deepened. What's more, some special paradigms, based on experience and theoretical exploration, have been formed, such as

government-led paradigm and social adaptation paradigm. It is the influence and dominance of these paradigms that lead to the current situation and problems of the education for the aged in China. Here we will reflect and analyze the current paradigm of the education for the aged according to the three levels of paradigm theory.

3.3.1 Problems of Core World View Paradigm

Firstly, sufficient attention has not been paid to the development of the education for the aged. Specifically, the curriculum specialty and curriculum setting of the education for the aged are unscientific, the funding investment is insufficient, and the training of teachers and management team of the education for the aged is lagging behind. The second one is the problem of theoretical orientation and research depth of the education for the aged, which is embodied in insufficient theoretical guidance for the practice of the education for the aged, insufficient consideration for the social stability and ethical responsibility of the education for the aged. Third, lack of theoretical innovation, which is mainly manifested in the lack of deep integration between the education for the aged and modern educational technology, society, universities and markets.

3.3.2 Problems of Basic Methodology Paradigm

The development of the education for the aged in China started late and there are also many shortages in the basic methodological paradigm of it. For example, government-led methodology regards the education for the aged as a supplementary welfare, and other social parties only sporadically participate. Methodology aimed at leisure education leads to great waste of elderly human resources and social capital. Methodology based on social adaptation of the elderly causes the education for the aged in a passive state for a long time, and the initiative of the elderly has not been greatly exercised. Methodology focusing on offline face-to-face education leads to a serious shortage of online education. In addition, methodology taking a single subject as its principle ignores the interdisciplinary nature of the education for the aged, and methodology, which takes closed education as its main mode, results in insufficient openness of education of the aged.

3.3.3 Problems of Specific Educational Method Paradigm

For example, the prevalence of the utility teaching method and the teaching method like hodgepodge leads to the lack of individualized education and hierarchical education; the main teaching method is face-to-face teaching, and the level of online education is low; cramming education is still the main way to teach the elderly, and the heuristic teaching is seldom applied, which caused the low participation of the elderly in class. Separated education is still the main mode of the education for the aged, and the new educational mode such as immersive cognitive education has not been fully applied.

4. A NEW CHINESE CHARACTERISTICS OF THE EDUCATION FOR THE AGED PARADIGM – THE HOLISTIC ORGANIC THEORY PARADIGM

We have discussed above the inevitability of optimization and innovation of the education paradigm for the aged and the problems existing in the current education paradigm of the aged. So how to accurately position the specific connotation and development vision of the education paradigm for the aged in the new era in China is the next matter needed to be discussed. What we must make clear is that the development of the education for the aged in China is not the revolution and reconstruction of education paradigm, but the optimization and innovation of education paradigm. China is different from the West, and we can learn from the success of it but cannot copy. According to the current situation and existing problems of China's education of the aged, and the latest philosophy and pedagogy theories, we believe that the optimization and innovation of China's education paradigm of the aged should be constructed in the direction of holistic organic theory.

4.1 What Is Holistic Organic Theory

The whole is contained in each part, and all the parts unfold to form a whole. The function of the whole is greater than the sum of its parts, and some new functions of the whole are different from each part. Without the whole it is impossible to have a comprehensive understanding of its parts.

According to organic theory, nature, society and thoughts are all living organisms, which have their own internal experience and feelings. Their present contains the past, influences the future, and the future and the past interact with the present.” All initial individuals are organic and each with some purposes. All things are subject and they are all interconnected. All living things are the core of life, have their own interests, and have equal intrinsic value.

4.2 The Basis of Choosing the Whole Organic Theory Paradigm

We believe that China's education of the aged in the new era must construct a holistic organic paradigm, which is not subjective but objective.

The first is the basis of national policy. Both *the national education program development outline in 2010* and *the first education development plan for the elderly in China in October 2016* provide a scientific and advanced top-level design for the development of education of the aged in the new era from an overall and organic perspective. The plan mentioned above position and characterize the development of the education for the aged. China's education of the aged has formally become an integral part of education and an indispensable subsystem of lifelong education system.

Especially the latter has made a clear plan on the development background, overall requirements, main tasks, key promotion plans and safeguard measures of China's education of the aged, which reflects the very obvious overall and organic characteristics. Secondly, the latest theoretical research results in philosophy, science and other fields all prove and show that everything is an integral part of the world, and they contains and presupposes each other. Third, the holistic organic theory paradigm has become a universal trend in the development of the education for the aged in the world. Typical foreign models of the education for the aged, such as university sharing paradigm in France, the government centralization and community service paradigm in the United States, the autonomous self-help paradigm in the third age university in Britain, or the non-profit school-running paradigm in the boarding house for the elderly in the United States, all fully show the characteristics and nature of the holistic organic theory.

4.3 The Specific Connotation of the Whole Organic Theory Paradigm

4.3.1 Core World View Paradigm

Education for the aged can be developed by attaching great importance to the function of it and carry it out without discount, making more emphasis on the value and ethics, strengthening the detailed study, making the innovation of education theory for the aged closely integrated with the change of modern education technology, making it truly into the whole process of social development, and thinking innovation of it in organic theory.

4.3.2 Basic Methodology Paradigm

By taking holistic organic theory as the development methodology of the education for the aged, we can think about various issues of the education for the aged in China organically. With the methodology of multiple subjects, the government, universities, communities, markets and volunteers can work together to form the maximum synergy. Based on the methodology of the aged, we should stick to the lifelong social adaptation and social participation of the aged. The education process can be diversified and open to reality by replacing single methodology with mixed teaching methodology, laying equal emphasis on the development of offline education and online education, and taking the combination of disciplines and open integration as the methodology.

4.3.3 Specific Educational Method Paradigm

We should not only transform from traditional paradigm to modern methods, including from one-way knowledge infusion method to subject interactive method, from traditional boring education method to self-directed learning method, from separated education method to immersive cognitive education method, from closed teaching method to open teaching method, etc, but also transform single discipline method into a multi-

dimensional frontier discipline method, and at the same time, we need to learn from and apply the method of postmodern psychology, complexity science, other disciplines and foreign education methods for the elderly. What's more, transforming the theoretical construction method into the action research method is also needed. The action research method means that educators comprehensively apply a variety of research methods to solve practical problems in the natural and real educational environment. The action research method combines the characteristics of the humanities with the characteristics of natural science experiments, examines and guides its own educational practice with educational theories, methods and techniques, and elevates its educational experience to a theoretical level.

4.4 The Development Prospect of the Holistic Organic Paradigm

If the holistic organic theory paradigm is fully implemented and applied in the education for the aged, we have sufficient reasons to believe that the spring of the education for the aged in China will surely come smoothly, and the principal contradiction between the elderly's yearning for a better education life and the unbalanced development of the education for the aged can be truly solved perfectly. By then, learning for the elderly will surely be more popular; lifelong learning channels will be unobstructed; learning support services for the aged will be fully intelligent; the high-quality learning resources of the education for the aged must be distributed more evenly and can be fully shared with other forms of education in the society. The education system for the aged will be more complete, and truly become an important support and successful example for lifelong education and the construction of a learning society.

5. TO CONSTRUCT THE PRACTICAL PATH OF HOLISTIC ORGANIC EDUCATION PARADIGM FOR THE AGED

5.1 Thoroughly Implement the Spirit of the National Education Conference, and Comprehensively Planning the Education for the Aged

What we need to do is taking the spirit of the 19th National Congress of the Communist Party and Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as guidance, carefully planning new development of the education for the aged according to the realities in our country, looking at how to speed up the construction of life-long learning, all people learning society in our province. In addition, accurately understanding the historical position of the education for the aged, consistently adhering to the learner centered development thought and fully implementing the new development concept are also indispensable.

5.2 Encourage Social Investment to Ensure the Sustainable Development of Education for the Aged

Leading groups for education for the aged at all levels should be established and improved, support for the systematic construction and policy support of universities for the elderly should be increased, the functional positioning of various organizations for education for the aged should be further clarified, and in-depth research on the rules and characteristics of education and teaching for the elderly should be conducted. In this way, a diversified input mechanism that combines financial input, tuition income and social support can be formed. What's more, the construction of teaching staff database for education for the aged must be strengthened, and the rules and regulations of school-running institutions should be established and improved.

5.3 Speed up the Construction of a Service System and Build a Practical School-Running Mechanism of Education for the Aged

School-running mechanism should be formed, and the establishment of educational institutions for the elderly in provinces, cities, counties, towns and townships (streets) and the socialization and marketization of education for the aged should be continued to promote. Education for the aged should be incorporated into government-purchased services; communication and cooperation with civil affairs authorities, and business cooperation between enterprises, institutions, private colleges and trade associations should be strengthened. School-running institutions at all levels to strengthen special education for the aged with individuals and groups should also be encouraged and supported.

5.4 Focus on Developing "Internet plus Education for the Aged", and Build a First-Class Information Environment for Education for the Aged

According to the learning psychological characteristics and needs of the aged, optimizing the website function and accelerating the construction of "the third age school" should be realized. Based on the lifelong learning needs of the elderly, the development system of the education for the aged, centering on the goal of "learning, playing and doing", should be established and improved. Popular subjects and key majors should be vigorously developed in order to form a group of influential and well-known professional brands. By keeping in close contact with the needs of social development, the construction of the curriculum system for the aged and the co-construction and sharing of learning resources should be strengthened, in which way a number of high-quality learning resources that can meet the learning needs and behavioral characteristics of the elderly can be built. In addition, credit accumulation and mutual recognition of education for the aged should be further promoted,

learning accounts should be established, and learning results should be recorded. At last, the pilot work of credit bank for education for the aged should be carried out with the support of Zhejiang credit bank and “the third age school”.

5.5 Diversified and Multi-Level Learning Needs of the Aged Should be Satisfied According to the Characteristics and Reality of the Elderly Education Objects

Setting teaching plans and inspection methods suitable for the characteristics of the aged, developing a curriculum system suitable for the needs of the elderly of all ages, establishing a unique subject system, improving the teaching quality evaluation and assessment system, and innovating the content and mode of education for the aged are needed. Relying on the advantages of urban resources, we should focus on building a number of high-quality and widely accepted characteristic learning societies, and actively cultivate a number of learning societies for the elderly that have regional characteristics and meet the special needs of the elderly. In order to promote the integration of elderly education and elderly care services, elderly tourism, clothing, cultural leisure, etc., carry out elderly education experience learning theme activities, and promote the construction of it, building numerous learning experience bases with regional characteristics and distinctive personality, such as study tour projects for the elderly and other measures are essential.

CONCLUSION

Since the education for the aged is a humanistic undertaking with moral, emotional and charming complexity, the optimization and innovation of

the education paradigm for the aged can never be accomplished in a single effort, but a continuous and dynamic realization process. During the process, we must take the holism theory as the basic orientation of paradigm optimization and innovation. We should not only look for the certainty law of the education for the aged, but also pay attention to the change of the uncertainty; not only focus on the unity of objects of the education of the aged, but also pay more attention to the diversity of it; not only adhere to the necessary quality standards of education for the elderly, but also keep a watchful eye on the personality development of the elderly. We should not only attach importance to the learning process and experience of the elderly, but also pay greater attention to the value and purpose of it. And it is also necessary to test the education of the aged with objective data and strict experiments, and take the narration, story, image, action, description and metaphor with humanistic social feelings as the important standards for the development of it. In a word, we should not only explore the truth of the law of the development of education for the aged, but also realize the goodness and beauty of the development of it.

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