

Research on the Development Path of Shenzhen Elderly Education from the Perspective of Positive Aging

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Abstract: With the increase in China's aging population, elderly education as an important social policy is gradually receiving attention. This article takes the perspective of positive aging as the theoretical framework and takes Shenzhen as the research object to explore the development path of elderly education in Shenzhen under the background of positive aging. Through literature review and field research, the current situation and problems of the development of elderly education in Shenzhen were analyzed, and corresponding development strategies and suggestions were proposed. Research has found that the development of elderly education in Shenzhen has made certain achievements, but still faces many challenges. It requires the joint efforts of the government, society, and families to build a comprehensive elderly education system, promote the comprehensive development of the elderly, and achieve the goal of positive aging.

Keywords: Positive aging; Shenzhen; Elderly education; Development paths

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1. Introduction

Population aging is a common population structure problem faced by countries around the world in the 21st century, and China's population aging problem is more prominent and severe. In the next three decades, in the process of comprehensively promoting the great rejuvenation of the Chinese nation with the Chinese path to modernization, the issue of population aging is a major practical issue that needs our continued attention and response. In this context, the concept of positive aging has gradually been proposed and incorporated into national development strategies. As an important way to promote the comprehensive development of the elderly, elderly education is of great significance in improving their quality of life and promoting social harmony and stability.

As a cutting-edge city in China's reform and opening up, Shenzhen has seen a gradual increase in the number of elderly people with the continuous progress of technology and society. The demand for knowledge and skills among the elderly is also growing, and the demand for elderly education is becoming increasingly prominent. As an important social industry, elderly education has received much attention. In the current

context of high-quality economic and social development, the research on the development path of elderly education in Shenzhen can not only promote the learning participation and social integration of the elderly, but also provide references and guidance for promoting a good atmosphere of respecting and caring for the elderly in the whole society. At the same time, the research on the development path of elderly education in Shenzhen also has important practical significance for improving China's elderly education system and promoting the comprehensive construction of a modern country in society.

With the intensification of population aging, elderly education has become one of the focuses of social attention, and scholars at home and abroad are increasingly exploring the development path of elderly education. Wang constructed an elderly education model with "education for the elderly" as the core, encouraging the elderly to actively learn knowledge and skills and participate in social activities ^[1]; Yuan used MLOGIT regression statistical method to construct an impact mechanism on the survival status of the elderly, and proposed reasonable suggestions for positive aging ^[2]; Zhou conveyed a positive and healthy lifestyle concept from the perspective of elderly people learning music and opera, promoting the formation of a positive outlook on elderly care ^[3]; Li *et al.* constructed a demand model for elderly education from the perspective of demand, and proposed supply side optimization strategies to address the current challenges faced by elderly education ^[4]; Fan ^[5], Sun and Wang ^[6], and Wu ^[7] proposed development paths for elderly education from the perspectives of lifelong education and positive aging, respectively, in response to the challenges brought by population aging; Xie conducted text analysis from multiple perspectives using relevant software based on the CNKI database, pointing out the characteristics and future research directions of elderly education in China ^[8]; Li explored the supply side reform of elderly education by taking Shenzhen Changqing University for the Elderly as an example to address the supply-demand contradiction in elderly education ^[9]; Zhao analyzed the current challenges in elderly education and believed that exploring and innovating new models of elderly education is a long-term issue for improving elderly education ^[10]. It can be found that research on elderly education mainly focuses on policy formulation, educational methods, educational content, etc. At the same time, some scholars have explored the development path of elderly education in Shenzhen from the perspectives of innovation in educational methods and stimulation of elderly learning interests. This study aims to explore the development path of elderly education in Shenzhen and provide theoretical support and policy recommendations for promoting the healthy development of elderly education and the comprehensive development of the elderly. This is of great significance for promoting the sustainable development of elderly education in Shenzhen.

2. Analysis of the current development status of elderly education in Shenzhen from the perspective of positive aging

2.1. The development history of elderly education in Shenzhen

As one of the forefront cities of China's reform and opening up, Shenzhen's development process of elderly education is closely related to the city's economic and social development. Elderly education in Shenzhen started relatively late, but with the joint efforts of the government and various sectors of society, it has made significant progress. The development of elderly education in Shenzhen can be traced back to the late 1980s and early 1990s, when Shenzhen, as an economic special zone, began to attract a large number of migrant population, including some elderly people. This has also led to the gradual highlighting of Shenzhen's demand for elderly education.

After entering the 21st century, Shenzhen's elderly education has ushered in new development opportunities. The government has begun to increase investment and policy support in elderly education,

actively promoting the development of elderly education. At the same time, a large number of volunteers and professionals who pay attention to elderly education have emerged in society, injecting new vitality into the development of elderly education. With the arrival of an aging society, the development of elderly education in Shenzhen has gradually shown characteristics of diversification and specialization.

In recent years, the trend of digitalization and intelligence in the development of elderly education in Shenzhen has become increasingly evident. The emergence of various online elderly education platforms has provided more convenient and diverse learning paths for the elderly. Meanwhile, traditional forms of elderly education are constantly innovating and improving, such as offering diverse courses and organizing various activities. These measures not only enrich the cultural life of the elderly but also add more delight to their later years.

2.2. The connotation and characteristics of Shenzhen elderly education from the perspective of positive aging

The introduction of the concept of “positive aging” provides a new perspective for the development of elderly education in Shenzhen. From this perspective, elderly education is no longer simply about imparting knowledge and skills, but focuses more on the comprehensive development needs of the elderly, promoting them to maintain a positive and healthy lifestyle in their later years.

Shenzhen’s elderly education emphasizes personalization and diversity from the perspective of positive aging. The needs of the elderly population are diverse, and elderly education should provide personalized learning content and methods based on the characteristics and needs of different groups to meet their diverse learning needs. Shenzhen’s elderly education focuses on promoting social participation and self-realization among the elderly from a positive aging perspective. Elderly education is not only to inherit knowledge, but also to guide elderly people to participate in social activities, expand their social relationships, enhance their social adaptability, and achieve self-realization and social integration of the elderly. Shenzhen’s elderly education emphasizes health promotion and psychological care from a positive aging perspective. The physical and mental health of the elderly is an important goal of elderly education. The education content should include the cultivation of health knowledge and healthy lifestyle, while also paying attention to the psychological health needs of the elderly, providing psychological support and care services.

Shenzhen’s elderly education is characterized by personalization, social participation, health promotion, and psychological care from a positive aging perspective. It is committed to providing comprehensive learning and development opportunities for the elderly, promoting their active and healthy participation in social life, and achieving their comprehensive development and happy old age.

2.3. The current situation and problems of the development of elderly education in Shenzhen

At present, there are still many problems with the development of elderly education in Shenzhen, which is relatively lagging, mainly manifested in the following aspects: the coverage is not broad enough, and the level of popularization needs to be improved; there are also certain problems with the curriculum and teaching quality. Some elderly education institutions have a single curriculum, uneven teaching quality, and lack specificity and interest, which needs further optimization and improvement; the teaching staff also urgently needs to be strengthened. The professional level of the elderly education teaching staff is uneven, and there is a lack of teaching methods and strategies for elderly learners. Strengthening the construction of the elderly education teaching staff and improving their professional literacy and teaching level is crucial for the development of Shenzhen’s elderly education. There are also problems with teaching resources and facilities.

Some elderly education institutions lack teaching resources and have severely aged facilities, which cannot meet the needs of elderly learners. It is necessary to increase investment in elderly education, improve teaching resources and facilities, create a good learning environment, and promote the sustainable development of elderly education in Shenzhen.

Shenzhen's elderly education still faces many challenges and problems in terms of coverage, curriculum design, teaching staff, and teaching resources. Only by deeply analyzing the current situation, identifying the problems, and taking effective measures to solve them, can we promote the development of elderly education in Shenzhen towards a healthier and more positive direction.

3. Positive aging policies and practical references at home and abroad

3.1. Positive aging policies abroad and their inspiration

Some foreign countries have introduced multiple active aging policies, providing useful references for other countries. For example, as a highly aging society, Japan's long-term care insurance system provides comprehensive long-term care services for the elderly, which inspires the development of elderly education in Shenzhen. The "gig hour" policy implemented in Germany encourages elderly people to continue working, providing them with more opportunities to participate in society. This policy has reference significance in promoting active participation of elderly people in social life. The "Elderly Employment Training Program" in the United States provides vocational training and reemployment opportunities for the elderly, which helps to extend their career and has certain reference significance for the development of elderly education in Shenzhen. The positive aging policies and practices abroad have provided rich experience and inspiration for the development of elderly education in Shenzhen, which can provide useful references for China's policy formulation and practice in this area.

3.2. Case analysis of positive aging practices in China

In terms of case analysis of positive aging practices in China, an in-depth exploration can be conducted using the elderly education project in Shanghai, China as an example. As a region with a severe aging population in China, Shanghai has actively responded to national policies and proposed a series of elderly education development projects. Shanghai has attracted a large number of elderly people to participate in the construction of elderly education bases, providing various courses and activities such as health preservation and handicraft making. A personalized learning plan has been developed for different age groups and interests, focusing on the needs and psychological characteristics of the elderly. In terms of faculty construction, Shanghai actively introduces professional elderly education talents to improve teaching quality and service level. At the same time, we also pay attention to the cooperation between elderly education and communities and enterprises, carry out various forms of courses, promote cross-border integration, and provide broader learning opportunities for the elderly. In terms of evaluation, Shanghai has established a scientific assessment system, regularly evaluating and adjusting elderly education projects to ensure their continuous and effective operation. These measures provide useful references for other regions in China to actively engage in aging practices and have positive significance for promoting the development of elderly education.

3.3. The inspiration of positive aging policies and practices at home and abroad on elderly education in Shenzhen

At the policy level, some developed countries abroad actively promote the development of elderly education in terms of aging policies. For example, Japan promotes the concept of "lifelong learning" and encourages elderly

people to participate in various learning activities. Countries such as France and Canada have also introduced special education subsidy policies for elderly people to encourage them to actively participate in learning. The implementation of these policies provides valuable experience for Shenzhen's elderly education.

At the practical level, some cities both domestically and internationally have actively explored the development path of elderly education, providing valuable experience for Shenzhen. For example, Shanghai has carried out various elderly education activities in communities, including cultural courses and the popularization of health and wellness knowledge, providing useful insights for Shenzhen to build an elderly education system. Some foreign cities have also carried out diversified practical explorations in elderly education, such as the "Elderly University" project in the United Kingdom, which provides higher education and cultural activities for the elderly and provides reference values for the development of elderly education in Shenzhen.

The inspiration for positive aging policies and practices at home and abroad for Shenzhen's elderly education is mainly reflected in policy support and practical experience. On the basis of drawing on domestic and foreign policies and practical experience in elderly education, Shenzhen can formulate policy measures that are more in line with local realities to promote the sustainable and healthy development of elderly education.

4. Development path of elderly education in Shenzhen

4.1. The vision of Shenzhen's elderly education from the perspective of positive aging

In the development of elderly education in Shenzhen, the vision from the perspective of positive aging is to build a comprehensive, diverse, and inclusive elderly education system, providing richer and more quality learning opportunities for the elderly. Firstly, the vision of Shenzhen's elderly education is to achieve the comprehensive development of the elderly, not only focusing on imparting knowledge and skills, but also on cultivating their physical and mental health, interests, and hobbies, so that they can obtain happiness and satisfaction in learning. Secondly, the vision of Shenzhen's elderly education is to promote the social integration and participation of the elderly, break their loneliness through educational activities, enhance their social interaction ability, and enable them to better integrate into social life. Lastly, the vision of Shenzhen's elderly education also includes promoting the self-realization and social responsibility of the elderly, guiding them to give back what they have learned to society, and contributing wisdom and strength to social development. By realizing these visions, Shenzhen's elderly education will become a model in the field of national and even global elderly education, making positive contributions to building a positive aging society.

4.2. Strategic planning for the development of elderly education in Shenzhen

In terms of strategic planning for the development of elderly education in Shenzhen, it is necessary to fully recognize the importance of positive aging, that is, to view the elderly as a positive resource and important component of society, in order to formulate targeted policy measures. The purpose and goals of the development of elderly education in Shenzhen should be clearly defined, which is to enhance the cultural literacy, skill level, and mental health of the elderly through education and training, so that they can be more fulfilling and meaningful in their later years. When formulating strategic plans, it is necessary to fully consider the characteristics and needs of the elderly population in Shenzhen, and tailor education projects and services that meet the actual needs of the elderly population in Shenzhen from a practical perspective. In the process of promoting the development of elderly education, it is necessary to strengthen cooperation with all sectors of society, form a good mechanism of government leadership, social participation, and self-management of the elderly, and jointly promote the sustainable development of Shenzhen's elderly education. At the same time, it is necessary to establish a sound evaluation mechanism, timely monitor and evaluate the strategic planning for

the development of elderly education in Shenzhen, continuously improve and adjust measures, and ensure the smooth implementation and practical results of the development path of elderly education in Shenzhen.

4.3. The construction and implementation of the development path of elderly education in Shenzhen

In terms of constructing and implementing the development path of elderly education in Shenzhen, it is necessary to establish a sound policy system. The government should formulate relevant policies and regulations, clarify the development goals, priority areas, and security measures of elderly education, and provide policy support and guarantees for the development of elderly education in Shenzhen. We also need to strengthen the construction and integration of elderly education resources, including the establishment of elderly education learning centers, training institutions, community learning points, etc., to meet the diverse learning needs of the elderly. The construction of the teaching staff is also important, and it is necessary to strengthen the training of professional senior education teachers and management personnel to improve the quality of education and teaching. In the process of constructing and implementing the development path of elderly education in Shenzhen, attention should also be paid to cooperation and co-construction with various sectors of society. The government can cooperate with enterprises, social organizations, etc. to jointly promote the development of elderly education, and achieve resource-sharing and complementary advantages. At the same time, attention should be paid to carrying out publicity and promotion work, enhancing society's awareness and participation in elderly education, and creating a good social atmosphere. In addition, in the construction and implementation of the development path of elderly education in Shenzhen, it is necessary to strengthen the establishment of supervision and evaluation mechanisms, establish a sound assessment and evaluation system, timely identify and solve problems, and ensure the sustainable and healthy development of elderly education. The construction and implementation of the development path of elderly education in Shenzhen require active participation and cooperation from the government, various sectors of society, and the elderly themselves. Only through joint efforts from multiple parties can Shenzhen's elderly education industry move towards a new stage of healthier and more comprehensive development.

5. Evaluation of the development effectiveness of elderly education in Shenzhen

5.1. Establishment of Shenzhen elderly education development indicator system

In the process of evaluating the effectiveness of elderly education development in Shenzhen, it is crucial to establish a comprehensive indicator system. The indicator system for the development of elderly education in Shenzhen should comprehensively consider multiple factors to objectively evaluate the development of elderly education. Firstly, indicators can be established from the perspective of educational resource investment, including government funding and the construction of elderly education facilities, to evaluate the level of attention and support for elderly education in Shenzhen. Secondly, the actual effectiveness and influence of elderly education can be evaluated by considering the curriculum design and coverage, including course types, course quality, number of beneficiaries, etc. Thirdly, the construction of the teaching staff for elderly education can be considered, including indicators such as teacher level, teacher structure, and teacher training, to evaluate teaching quality and sustainable development capabilities. Fourthly, considering that the participation and satisfaction of elderly students are also an important part of the evaluation index system, relevant data can be obtained through survey questionnaires, interviews, and other methods. Establishing a scientifically sound indicator system for the development of elderly education in Shenzhen will help to comprehensively evaluate the effectiveness of elderly education and provide strong support for the sustainable and healthy development of

elderly education in Shenzhen.

5.2. Evaluation method for the effectiveness of Shenzhen's elderly education development

In terms of evaluating the effectiveness of elderly education development in Shenzhen, it is necessary to choose the appropriate evaluation method based on the actual situation. In terms of qualitative evaluation, methods such as in-depth interviews and focus group discussions can be used to communicate with elderly students, educational institution leaders, and other relevant personnel to understand their views, gains, and expectations on elderly education, in order to evaluate the impact and significance of elderly education in practice. In terms of quantitative evaluation, it can be considered to establish an indicator system, including data on academic performance, participation level, satisfaction survey, and other aspects of elderly students. At the same time, methods such as questionnaire surveys can be used to statistically analyze the age, education level, health status, and other information of elderly students, as well as their changes after participating in elderly education, in order to objectively evaluate the actual effectiveness of Shenzhen's elderly education. At the same time, it is necessary to comprehensively use qualitative and quantitative evaluation methods, combined with on-site observation, literature analysis, and other means, to comprehensively evaluate the development effectiveness of Shenzhen's elderly education, and provide strong support for the sustainable development of Shenzhen's elderly education in the future.

5.3. Analysis of the evaluation results of the development effectiveness of elderly education in Shenzhen

In the process of evaluating the effectiveness of elderly education development in Shenzhen, it is necessary to conduct a comprehensive analysis of all aspects. Through a survey and statistical analysis of the coverage rate of elderly education in Shenzhen, the effectiveness of elderly education policies in actual implementation and the level of social recognition of elderly education can be evaluated. At the same time, the evaluation of participation is also crucial, and the actual effectiveness of elderly education projects can be evaluated by investigating indicators such as participation enthusiasm, learning enthusiasm, and satisfaction of elderly learners. By analyzing the diversity, professionalism, and practicality of Shenzhen's elderly education curriculum, it is possible to evaluate whether elderly learners can obtain substantial knowledge and skill enhancement. At the same time, the evaluation of teaching quality is also crucial. The teaching effectiveness and actual influence of elderly education projects can be evaluated by observing the teaching staff, teaching facilities, and teaching methods of elderly education. By evaluating the social benefits, we can evaluate the physical and mental health, social integration, and life satisfaction of elderly learners, in order to reflect the positive impact of elderly education on society. The evaluation of sustainable development is also extremely important, and the sustainability and development prospects of Shenzhen's elderly education projects can be evaluated from aspects such as government policy support, social investment, and long-term operating mechanisms. Through the analysis of the evaluation of the effectiveness of the development of elderly education in Shenzhen, a comprehensive evaluation of the development of elderly education in Shenzhen can be conducted, providing a strong basis and reference for future policy formulation and practical promotion.

6. Conclusion and outlook

6.1. Research conclusion

As a cutting-edge city in China's reform and opening up, the development of elderly education in Shenzhen not only concerns the quality of life of the local elderly population, but also has a demonstrative and leading

role, which has reference significance for the elderly education industry in other regions. The main conclusions drawn from the research on the development path of elderly education in Shenzhen are as follows. Firstly, with the intensification of population aging, elderly education in Shenzhen is facing important opportunities and challenges for development. The government should increase investment in elderly education, establish and improve relevant policies and regulations, and promote the sustainable development of elderly education. Secondly, from international experience, elderly education plays an important role in promoting a positive aging process. Shenzhen can learn from advanced foreign experiences and explore paths suitable for the development of local elderly education based on local conditions. Thirdly, Shenzhen's elderly education should focus on diversified development, providing diverse learning opportunities and methods to meet the needs of different groups of elderly people. At the same time, it should focus on cultivating the independent learning ability of elderly people, stimulating their interest and potential in learning. Fourthly, the development of elderly education in Shenzhen requires the joint participation and support of all sectors of society. Schools, communities, families, and relevant institutions should strengthen cooperation to jointly promote the development of elderly education and contribute to the construction of a positive and healthy elderly society.

6.2. Future prospects and suggestions for the development of elderly education in Shenzhen

At the policy level, the government can increase investment in elderly education, establish a more comprehensive policy and regulatory system, and promote the sustainable development of elderly education. We can strengthen the integration of elderly education and industry, promote the deep integration of elderly education with industries such as employment, entrepreneurship, health, and elderly care, and achieve multi-dimensional development of elderly education. We can also strengthen the construction of the teaching staff for elderly education, improve the professional level and teaching quality of the teaching staff, and provide higher-quality educational resources for elderly learners.

In the future, we can also explore the development of digital elderly education. With the continuous progress of information technology, digital elderly education will become the future development trend. The government and society should increase support and guidance for digital elderly education and improve the digital literacy and information acquisition ability of elderly learners. At the same time, we can also pay attention to international exchanges and cooperation in elderly education, draw on advanced elderly education models and experiences from abroad, and promote the international development of elderly education in Shenzhen.

Shenzhen's elderly education is facing both development opportunities and severe challenges from the perspective of positive aging. Through efforts in government support, industry integration, faculty building, digital development, and international cooperation, Shenzhen's elderly education will usher in a broader development space and contribute to promoting China's elderly education to a higher level.

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