

Exploration of the Development Path of Community Education under the Background of Community Governance

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Abstract: The integration of community education into community governance is an inevitable requirement of the development of the times. Currently, the integration of community education into community governance faces many difficulties, manifested as the difficulty in meeting the community governance vision and the lack of technical support for the integration of community education into community governance. In the new era, to promote the integration of community education into community governance, it is necessary to clarify the target structure of integrating community education into community governance, promote the informatization construction of community education, and meet the personalized learning needs of residents.

1. The significance of community education

1.1. The Concept of Community Education

The definition of community education refers to an educational method outside of formal educational institutions, usually provided in a community environment. Community education is usually promoted by community organizations, volunteers, or educational institutions, which possess good community knowledge and resources and can have a positive impact on the promotion and implementation of community education. They usually collaborate with local educational institutions in a collaborative manner to achieve common goals. The content of community education is very diverse, covering fields such as art, music, sports, computers, social sciences, etc. The curriculum content and form of community education can also be designed according to the specific needs and interests of the community. Through community education, individuals can not only improve their knowledge and skills, but also learn how to contribute to the community.

1.2. The Relationship between Social Governance and Community Education

One is to study the role of community education in community governance. Gao Zhimin pointed out that social governance is the source of "empowerment" for community education and the

creation of learning communities, which will lead to a new development path for community education^[1]. On the basis of exploring the internal relationship between community education and community governance, Shao Xiaofeng proposed the main functions of community education in promoting community governance^[2]. Wang Renyu proposed that cultivating community governance workers and conveying the culture of community living areas has become the mission of community education and community governance in the new era^[3].

The second is research on the integration of community education into community governance. Cheng Xianping explored the theory and methods of integrating community education into community governance based on the issues of human and community development^[4], while Yang Shujun, Tan Jingzhe, Huang Lin, and others explored the integration of community education into community governance based on practices in Hangzhou, Shanghai, Wuhan, and other places.

Community education is closely related to social governance, and it is not only an important component of social governance, but also a key component in the process of social governance. Community education helps society reduce inequality, enhance cohesion, improve social governance efficiency, and better adapt to social change and development by providing opportunities for learning and growth.

2. Analysis of the Development Status of Community Education in China

Improving the community governance system and enhancing community governance capabilities in the new era is a systematic project that requires the participation of multiple stakeholders and the continuous promotion of innovation in community governance models. Community education is not only an important content of community governance, but also an effective way of community governance. Effectively integrating community education into community governance is an inevitable choice for improving the community governance system, which helps to achieve comprehensive community governance and promote the effective improvement of community governance capabilities. Community education in China originated in Shanghai in the 1980s. Community education in relatively developed regions such as Jiangsu, Chongqing, and Zhejiang started earlier and accumulated many successful experiences. Remote or economically backward areas such as Qinghai, Guizhou, and Heilongjiang have started relatively late, but have also gained some valuable experiences to learn from. The overall development level is that economically developed areas far surpass economically underdeveloped areas, and rural areas lag behind urban areas^[5].

3. The Dilemma Faced by Community Education

3.1. The demand for community education is difficult to meet the vision of community governance

The positioning of community education and community governance lies in achieving "comprehensive human development", and achieving the goal of comprehensive human development requires a systematic process based on the continuous participation of multiple subjects. However, due to a lack of clear understanding of the relationship between community education and community governance, it has led to the practice of community education and community governance acting independently and lacking balance, making it difficult for the demands of community education to meet the vision of community governance. Firstly, there is insufficient understanding of the correlation between community education concepts and community governance. Some places adhere to traditional thinking and have insufficient ideological understanding of the relationship between community education and community governance,

resulting in unclear positioning of development goals. Secondly, there is a lack of attention to community education or community governance activities. Community education and community governance both occur in community space, serving as an intermediate link between the state and the people, playing a connecting role. However, due to a lack of understanding of the relationship between community education and community governance, community education has been marginalized by government departments. Finally, there is a tendency towards sportiness and utilitarianism in community education activities. Some local activities have problems such as an incomplete curriculum service system, a single target group, a non-normalized curriculum service cycle, and a preference for knowledge imparting and insufficient interest in curriculum service methods.

3.2. Insufficient technical support for integrating community education into community governance

The informatization and digitization construction of communities is an inevitable trend in the development of modern urban communities. The informatization construction of communities is not only an important foundation for the development of community education, but also an important means to promote the modernization of community governance. The development of community education informatization can not only improve the overall quality level of community education, but also effectively enhance the effectiveness of community education in serving community governance. The informatization of community education requires rich community education resources as support. Without a considerable amount and quality of community education resources, the role of community education platforms will not be implemented. It can be said that in the process of integrating into community governance, community education platforms and community education resources are mutually supportive and inseparable. At present, the development of online education resource technology in China is not balanced, and the level of community education platform construction is uneven. There is a lack of unified standards for community education platforms and community education resource construction. The large amount of online learning resources used in some community education lacks descriptions of themselves, making it difficult to directly develop more intelligent applications based on network construction. Even existing powerful search engines cannot determine the required online education resources. The inadequate construction of community education platforms, the scarcity of community education network resources, and the lack of targeted content are currently prominent issues in the informatization construction of community education.

3.3. Low participation of residents

Community education is an educational service activity aimed at all community residents, and the level of residents' participation is related to the effectiveness of community education and even community governance. In practice, the functional positioning and content form of community education among community residents are not completely clear, and there may even be negative perceptions. A survey shows that "less than 1/5 of the residents recognize participation in community education", and the actual number of residents participating is very small, let alone deep participation. The breadth of participation is an important indicator to measure the coverage of community education, but there is a significant gap between the proportion of participants in community education, the breadth of audience groups, and even regional differences in promotion. The participation ladder reflects the depth of differentiated participation. Currently, residents in China participate more in community education through passive symbolic participation from top to bottom, while governance based participation through multi subject collaboration is relatively

scarce. Although the supply of community education is gradually diversified, it mainly focuses on leisure and entertainment, culture and art, and knowledge and skills, lacking organic links with community development. The modules of citizen literacy and participation ability are missing, and community education faces the dilemma of "levitation" in community governance and becomes idle.

4. Strategies for Integrating Community Education into Community Governance

4.1. Clarify the goal structure of integrating community education into community governance

Firstly, it is necessary to clearly define the educational goals of community education in community governance. In practice, community education needs to create educational products and forms that are different from formal education, highlighting the professional characteristics of community education activities. Secondly, it is necessary to clarify the governance objectives of integrating community education into community governance. We need to combine community education services with community public affairs governance, promote the complementarity of the two, and use normalized community education products to enhance the comprehensive literacy and basic skills of community residents in participating in community governance. Finally, we should pursue the development goal of integrating community education into community governance. To integrate community education into community governance, it is necessary to abandon the "sporty" approach and utilitarian demands, and promote the deep integration of community education and community governance from a normalized, standardized, and systematic perspective based on the actual situation of the community, in order to promote the comprehensive development of the community and residents.

4.2. Promoting the informatization construction of community education

Urban communities rely on the online education resources of open universities in various regions to continuously improve the level of community education informatization. In recent years, led by the National Open University, provincial open universities and branches have been connected to the China Education and Research Computer Network to build a national open university distance education network, laying a solid foundation for the informatization and digital development of community education. Communities can explore new means of "mobile Internet plus+social governance" to promote the modernization of community governance. In the process of building a community education information platform, effective integration of digital resources should be carried out, the functions of the community education information platform should be continuously expanded, and digital technology should be promoted to empower community governance. Learning from the experience of the Zhazhan Road community in Beijing, we will promote the establishment of the "Community Connect" interactive cloud platform in the community, integrating mobile internet, government services, and social governance. We will set up functional boards such as community announcements, party building parks, conference halls, side events, work guides, and neighborhood socializing to strengthen residents' self-management and attract a large number of "office workers" to participate in community governance.

4.3. Meeting the personalized learning needs of residents

The teaching level of community teachers and the learning needs of residents have a significant impact on their willingness to participate in community education. At present, community education mainly takes the form of online teaching, centralized classroom teaching, lecture training, and on-

site experiential learning. However, there are significant differences in the content, form, and methods of community education among community residents of different social classes. Therefore, it is necessary to start from the actual learning needs of community residents, choose suitable teaching forms based on different teaching content and objectives, scientifically set up courses, conduct teaching research through multiple channels, types, and levels, meet the personalized and diverse learning needs of community residents of different social classes, and form a community education and teaching model with local characteristics. At the same time, teachers need to continuously strengthen their professional abilities, improve their teaching skills, and enhance the attractiveness of community education to residents.

5. Conclusion

The exploration of the path of community education is related to the overall quality of the people, and we need to pay attention to the development and application effects of this educational path. Through community education, residents are more likely to raise their legal awareness and actively participate in community affairs. This not only helps to build a rule of law society, but also promotes harmonious development within the community. Community education workers should develop appropriate methods for allocating educational resources in the community, actively and effectively integrate resources, improve the level of community education, meet the various educational needs of community residents, and further promote the healthy and steady development of community education.

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