

The prospective of future meteorological continuing education model and recent 200 years of atmospheric science curriculum changes

This paper studies the evolution of atmospheric science in recent 200 years, especially the recent Centennial discipline education system, and expounds the profound influence of the change of the main course of atmospheric science on the mode of meteorological education. Several case studies have been provided, one of which was the change of the main course in the last more than 100 years of atmospheric science in China, as can be seen from missionary translations such as "perfect instruction in the Navigation" and "notice of Watch weather", and the knowledge of meteorology in the late Qing Dynasty and the Republic of China was a hobby of dignitaries. It mainly was the observation and the experience knowledge teaching, has not entered "The Comenius theory on the class instruction system". In the 1940s Central University, meteorological science has a systematic educational model, which was very different from today.

In the decades since the founding of New China, the model of atmospheric science education has also been changed several times. For example, from the education model of the Soviet Union to the mass education mode of the transition in the Cultural Revolution, and then to the atmosphere science education mode of Europe and America after the reform and opening-up, until the 21st century China's independent meteorological education and continuing education model. China's meteorological education model and China's unique national conditions are always closely related, which will be the future of the rest of the world's atmospheric science education model enlightenment? Another interesting case is the soul of the American Rossby School of meteorology, —Carl-Gustaf Rossby, who has made countless major meteorological and scientific achievements in his life, and has cultivated many outstanding meteorologists. But his methods and means of meteorological science education were unique, such as in the Second World War, he advocated the "wartime meteorological education training". Although the continuing education period was only six months to one year, but he made great cultivation of a number of first-class meteorologists, including the ranks of academicians in USA. In today, doctoral students have nearly a decade of meteorological education and training; still do not understand some of the principles of meteorology. Why and what continuing education model should be take?

Nowadays, many of continue educate scholars worry about the future of innovative educational model because many things can't be seeing. If looking the retrospective history, we can clearly see the evolution of atmospheric science continuing education model clues and context. We also can find the future of meteorological science, including the Earth science Continuing Education Innovation model and have full of confidence for future.

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