

The Impact of Supply-side Reform on the Development of Higher Education

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Abstract: With the rapid development of China's economy, the background of the supply-side reform strategy provides important development opportunities for higher education, but it also faces imbalances in the education structure, uneven quality of talent supply, uneven educational resources, and professional structure Irrational and other structural contradictions. This paper analyzes the necessity of higher education supply-side reform, explores existing problems and proposes ways of higher education supply-side reform.

1. Necessity of supply-side reform in higher education

1.1 Adapt to the New Normal of China's Economy

At present, China's economy is showing a slowdown. While advancing the strategic adjustment of the economic structure, it requires continuous optimization of the industrial structure, continuous improvement of the demand structure, and continuous rationalization of the income structure. However[1], the structural problems shown in the process of economic development are particularly prominent, including inefficient and oversupply of low-end products, and insufficient supply of effective and mid-to-high-end products. In the field of higher education, it is manifested in the lagging, blindness and lack of predictability in talent training. Therefore, higher education should seize the opportunity of supply-side reform and actively adapt to and lead the new normal of the economy.

1.2 Addressing the Demand Side Deficiencies in Higher Education

Supply and demand are a dialectical equilibrium relationship. Demand is the pulling force of economic growth and supply is the driving force of economic growth. Both are proportional to economic growth. The purpose is to fully release the potential of production factors and under new conditions. Reach equilibrium. At present, the contradiction between supply and demand in China's higher education is as follows: in terms of demand, the crisis of student resources has become the norm, and the enrollment plans of colleges and universities in some provinces have not been completed for many years[2]. China's higher education cannot meet the huge demand for high-quality education. The structural contradictions of higher education are increasingly prominent, and the solution is how to increase the effective supply of educational resources to meet the increase in effective demand.

1.3 Solving Structural Contradictions in Higher Education

The slowdown of China's economic growth is closely related to the imbalance of the economic structure. With the rapid economic growth, China's higher education has also achieved leapfrog development. The expansion of colleges and universities has allowed more people to fulfill the university dream and also provides economic and social development. Talent protection. However, the imbalance or mismatch between the number and proportion of different professional talents provided by universities in recent years and the number and proportion of different professional

talents required by socioeconomic development is particularly prominent[3], that is, the structural contradictions of higher education are prominent. The main manifestation is that the phenomenon of homogenization of schools is more serious, and they are focusing on training theoretical and academic talents, while there are fewer schools that cultivate technical and technical talents. Therefore, the reform of higher education supply side urgently requires local undergraduate colleges and universities to conduct a transformation of applied technology, which is also the main way to resolve the structural contradictions of higher education.

2. The current reform of higher education supply side

2.1 Convergence of fuzzy positioning of school running ideas

At present, China's colleges and universities generally have a vague idea of running schools, have the same goals, and pursue a one-sided and comprehensive approach. Some local undergraduate colleges are aligned with comprehensive universities, and they are pursuing comprehensiveness and first-classness. They hope to achieve leapfrogging in multiple professional fields. development of. In fact, a school cannot reach the world advanced level in many fields at the same time. The survey shows that the local undergraduate colleges in China have similar schooling orientations and develop blindly according to inertial thinking; disciplines have no characteristics and are disconnected from the local industrial structure; talent training is "emphasis on theory and practice", and the talent training system is incomplete; scientific research "emphasizes "Science and light technology" serve the problems of low local economic development capacity[4].

2.2 Similar professional settings lack predictability

The talents cultivated by universities should meet the needs of social and economic development, and the homogeneity of professional settings in universities has led to the irrational structure of college students' employment market. For example, the "2018 Chinese University and Discipline Professional Evaluation Report" shows that of the 875 general colleges and universities it surveyed (including 131 key universities, 645 general universities, and 99 private undergraduate colleges), 737 universities have English major, computer science and technology major in 709 universities. Some local undergraduate colleges are blindly pursuing multidisciplinary, multi-professional, and comprehensive programs. The convergence of professional programs has led to the "thousands of schools" and lack of professional characteristics, resulting in homogeneity of student training and increasing competition in the graduate employment market.

2.3 Disconnected talent training model from social needs

In recent years, China's economic growth mode has changed, and the industrial structure has been transformed and upgraded, which has caused structural contradictions in the job market. On the one hand, it is difficult for companies to recruit qualified talents that meet job requirements; The reason is that the talents cultivated by institutions of higher education cannot meet the diverse needs of society for talents. College education concepts and educational concepts adhere to stereotypes, it is difficult to break through the education methods and methods, the teaching materials are unchanged, the professional settings lack predictability and adaptability, they focus too much on instilling knowledge, and insufficient training of comprehensive ability, which leads to the graduation of college students only mastering outdated Knowledge does not have the ability to adapt to society.

3. Reform and development path of higher education supply side

3.1 Clear school running philosophy and positioning

The entrance to the supply-side reform of colleges and universities must first clarify their own school-running philosophy and solve the problem of what the school wants and how to do. In addition to the important responsibility of cultivating high-level specialized talents, colleges and universities also need to give full play to the functions of scientific and technological innovation, serving the economic and social and cultural heritage and innovation, and the functioning of these functions is directly related to the university's school running philosophy. A clear and correct concept of running a school can cultivate high-level and high-quality comprehensive talents with innovative spirit, practical ability and adapting to the needs of society. Each university should clearly belong to its own school positioning in accordance with its own advantageous disciplines[5], traditional specialties, and scientific research conditions. Instead of pursuing one-sided pursuit of everything, it should be aligned with the comprehensive university, but should be based on the actual situation of the university and find its own school positioning. And school goals.

3.2 Establish a professional early warning and forecasting mechanism

In the important period of China's economic transformation and industrial transformation, colleges and universities should not blindly pursue the full range of disciplines and specialties, but should be based on the principles of fully considering their own schooling conditions, being market-oriented, and compatible with economic and social development. The main measure of the success of a major is the employment rate of students in that major. Whether graduates can smoothly enter the society and whether they can play a role in various fields of society in accordance with their professional expertise is an important criterion for measuring the quality of higher education. If the employment rate of a major continues to be low, social recognition is not high, and the teaching staff is very weak, especially if the number of graduates is severely oversupplied, colleges and universities should make rapid adjustments and reforms, either reducing the scale of enrollment or stopping enrollment. profession. In addition, the training of a professional talent in a university has the characteristics of long cycle and lag, and it usually takes 3-5 years, and the demand for talents in society is changing rapidly. Therefore, in addition to establishing a professional early warning exit mechanism, universities also need to establish Professional forecasting mechanism to dynamically adjust professional settings. Colleges and universities should set relevant majors in accordance with the forward-looking plans of social and regional economic development plans, grasp the demand for talents in key national industries and major projects, and work with local governments, enterprises, and education experts to cultivate talents.

3.3 Improve the effective supply of talent

The difficulty of employment reflects the situation of talent supply in colleges and universities oversupply, but the main contradiction between supply and demand is not insufficient demand, but insufficient supply of talent. Both local universities and key universities should transform and develop. In addition to the grasp of theoretical knowledge, they must also focus on the cultivation of practical skills[6]; in addition to the improvement of professional quality, they must also focus on the cultivation of comprehensive quality; Attention should be paid to the cultivation of innovative talents. For example, in terms of teachers, there must be both academic teachers and dual-teachers and dual-energy teachers; in scientific research, we must pay attention to both theoretical research and the frontiers of applied technology; in terms of personnel training, both It is necessary to cultivate academic talents as well as applied talents. In terms of serving the society, it is necessary

to use academic research to serve the society indirectly, and to apply the technology directly to the society.

3.4 Personal education management model change

The most important point of supply-side reform in education is structural reform. The adjustment and optimization of the structure of higher education includes two related aspects. The first is the macro distribution of the entire country's educational development, and the second is the optimization of the internal structure of higher education. The overall to local layout should reflect the rational use of resources and focus on market trends. However, in terms of the overall structure of China's college education capacity, which is strong in the east and weak in the west, structural reforms in colleges and universities should start from its specific situation. Colleges and universities should pay attention to the adjustment of the management structure, free themselves from the limitations of the previous administrative management mode, and implement an education management structure with its own characteristics and advantages. The first is to streamline the management team and emphasize a more concise and effective implementation mode. The second is to strengthen the ability of management personnel, pay attention to the cultivation of sense of authority, actively contribute to the reasonable allocation of educational resources, with the purpose of serving the local economy and promoting industrial development, optimize the teaching team, and use local resources to create high-level advantages. In the process of talent base, the construction of talent echelon is emphasized to better demonstrate the modernization level of higher education.

4. Conclusion

To sum up, the supply-side reforms have achieved a sound development of China's new economic situation and provided a driving force for the rapid development of the education industry. We must face up to and actively address the impact of supply-side reforms on China's higher education, and realize the future development of higher education under supply-side structural reforms in terms of teaching models, management paths, and innovative development.

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