

On the Transformation of Higher Education Based on the Supply and Demand Situation of Popular Talents

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Keywords: Popularization, Talent supply and demand, Higher education, Transformation

Abstract: Under the new situation, it is necessary to accelerate the transformation of higher education, especially the transformation aiming at cultivating social applicable talents. This paper analyzes the current situation, problems and Countermeasures of talent supply in the popularization stage of higher education.

1. Introduction

Since the expansion of colleges and universities in the late 1990s, China has rapidly entered the stage of higher education popularization, greatly improving the level and quantity of talent training supply. However, it coexists with the fact that the supply of talents in higher education is both surplus and shortage, which makes it difficult for college students to find employment and employers to find practical talents. The main reason for this situation is that the transformation of institutions of higher learning does not adapt to the number of enrollment and the demand for employment, which is relatively lagging behind. The cultivation mode of academic type, research type and elite type still accounts for a large proportion. Therefore, it is an urgent need to speed up the transformation process of colleges and universities, improve the objectives, ideas, models and management of talent training in close combination with the situation of talent supply and demand, and make it match with the popularization of higher education.

2. The Structural Contradiction between the Supply and Demand of Talents in the Popularization Stage of Higher Education

At present, there are three types of higher education talents needed by the society: first, academic talents, whose responsibilities are mainly to engage in metaphysical theoretical research and knowledge innovation, such as professional research institutions, enterprise researchers, etc., around the needs of economic, political and social development. The second is application-oriented talents, whose duty is to apply their own theoretical knowledge to practical affairs, such as lawyers, teachers, engineers, etc. Third, skilled personnel, whose responsibility is to use the skills they have mastered to operate high-end types of equipment or affairs. From the perspective of demand structure, these three types of talents should be pyramid type, that is to say, the largest demand is skill type and application type talents, while the smallest demand is academic type talents. However, the idea and mode of running a university are not consistent with the demand structure, and they still fail to get out of the elite training mode. The talent training structure focuses on theorization and academic, forming an inverted pyramid of supply structure, which is contrary to the demand structure. From the perspective of university structure, it should also adapt to the demand structure, requiring academic universities and vocational and technical schools to be pyramid shaped, but in reality, on the contrary, China's academic universities and vocational and technical universities are inverted pyramid shaped. The long-term academic orientation of colleges and universities in China has resulted in a great contradiction between the types and levels of talents and the demand, and the structure of talents is seriously unreasonable. Specifically, the supply of academic research talents exceeds the demand, while the shortage of applied and skilled talents is serious. This kind of structural contradiction, on the one hand, restricts the development of various social undertakings, on the other hand, restricts the scientific development of colleges and universities themselves

(Figure 1) ^[1].



Fig.1 Talent Supply and Demand Situation

3. The Dilemma of Higher Education Transformation

3.1 Management System Problems

The development direction of higher education largely depends on the impetus of management system. This power is reflected in the policy guidance, resource allocation system, evaluation and evaluation methods of the school. These factors have a decisive impact on the strategic choice, running ideas and running mode of the managed. Under the situation of popularization of higher education, colleges and universities are required to cultivate talents of different types, specialties and levels according to social needs. Under this goal, colleges and universities should reasonably determine the direction of talent cultivation, and improve the level and make characteristics in this direction. Of course, to achieve these changes, the key impetus comes from the vitality and impetus given by the higher education management system. However, the current higher education management system is obviously unfavorable. First, the management mode is single. The management evaluation standard of colleges and universities can not reflect the personalized and differentiated direction of guidance, that is to say, it does not give colleges and universities effective power in the difference of school running and the transformation of school running mode. Second, there is a lack of equal and free environment. At present, there is still a tendency of elitism in management. A few key colleges and universities are paid more attention to, and the resources obtained are relatively rich. Application-oriented colleges and universities can not obtain resources equally. In this context, many ordinary colleges and universities have a strong desire to strive for the direction of elitism, hoping to gain identity, and the running mode of a few elite schools has been studied and copied, which further leads to the aggravation of running ideas and models^[2].

3.2 Overall Development

Local Undergraduate Colleges and higher vocational schools are mainly to train practical talents, and their functions and tasks are the same. However, in terms of management system, higher vocational schools are managed by vocational education departments, local undergraduate colleges and universities are included in general colleges and universities, and they are also managed by different departments in the Ministry of education. In the work of higher vocational schools, there are also management qualification certification of labor and personnel departments. This mechanism makes the management of colleges and universities present a state of fragmentation and fragmentation, which is not conducive to the overall development and stimulation of vitality. At present, the management of colleges and universities in China is highly centralized and unified, and the differences of assessment and evaluation indicators are not strong. In this context, many application-oriented colleges and universities often set unrealistic goals. Higher vocational colleges are aligned with ordinary colleges and universities, local undergraduate colleges and universities are aligned with key universities, and “bigger and stronger” is the main goal of development. This ambitious approach leads to a single school running goal, a simple repetition of school running

mode, curriculum setting and major setting, a copy of the set, and a lack of innovation. On this basis, the students trained lack of personality, innovation awareness and ability, the type of major has no characteristics, and they are divorced from social needs, which also makes the development of colleges and universities fall into a strange circle of low-level competition^[3].

3.3 On the Mode of Running a School

In the situation of popularization of higher education, the market makes more detailed selection of talents and puts forward higher requirements for the mode of running a university. For different types of talents, it is necessary to establish different training modes and corresponding division of labor system in Colleges and universities. Schools need to comprehensively measure their own characteristics, advantages and traditions, on this basis, clear the goal and direction of talent training, adjust the thinking of running schools according to the goal, and integrate all kinds of resources to serve this goal. This is an important way for colleges and universities to cultivate talents to adapt to the structure of social needs, and also an important practical choice for colleges and universities to establish their positioning, highlight their characteristics and improve their school running level. However, at present, the mode management of running a school in Colleges and universities is still relatively extensive in general, the understanding of the adjustment of personnel training structure is not clear, the direction is not clear, and the power is not strong enough, especially many colleges and universities have just been newly built or integrated, their choice of strategic objectives is generally on the promotion of the form, such as some colleges and universities take the promotion to undergraduate colleges and universities as the goal of struggle, and some undergraduate colleges and universities strive to Join key universities. Under this kind of guiding ideology, many colleges and universities imitate “idols” in their running ideas and running models, which leads to serious assimilation of running schools. The convergence of school running ideas and models will inevitably lead to the convergence of talent training concepts and models, and then lead to the overlap of college graduates in types and specialties, resulting in the emergence of structural contradictions^[4].

4. Transformation and Development of Higher Education Based on the New Situation of Talent Supply and Demand

4.1 Improving the Management System of Higher Education

Change the management mode of multiple management and block division in college entrance examination education, break the barriers, realize the integration of vocational education such as qualification certification, high school, local undergraduate colleges and graduate education management, make overall planning, guidance and evaluation among all school running subjects, and uniformly, equitably and reasonably allocate and integrate resources, so as to provide policy level training for applied talents support. It is necessary to establish a tree structure division system of personnel training, reasonably define the functions of responsibilities in all levels of colleges and universities, define the development orientation according to their own specific conditions, find the appropriate position in the system, determine the objectives and responsibilities of the types and specifications of personnel training, and make the development of colleges and universities develop on the track of established responsibilities, so as to avoid the convergence of development and personnel training models and types Turn. At the same time, differential evaluation method is adopted for each branch system in the system, and appropriate management method is explored and established for each branch system. On this basis, each university has its own strategic positioning, which helps to clarify its own school running objectives and talent training types, so as to further establish targeted talent training plans, form its own model characteristics, cultivate specific talents, and constantly strengthen the development strategy of characteristic school running in the development process^[5].

4.2 Create a Free Space for the Cultivation of Applied Talents

At present, there are many levels of running a university, but each level has its own way of

dealing with its own affairs. In this regard, we should create conditions to break the rules and regulations and provide more space for the rise, flow and selection of talents. The practical channels are as follows: first, through mutual recognition of certificates and credits, the application-oriented higher education colleges and universities can communicate with each other. Second, higher vocational schools that meet the requirements are allowed to carry out Application-oriented Education at the undergraduate or postgraduate level. Third, further unblock channels to attract more excellent secondary vocational students to study in higher vocational schools. Fourth, we should expand the space for excellent higher vocational students to further rise, and appropriately expand their access to ordinary undergraduate colleges. At present, in the study of higher education major, students only have the freedom of choice before entering school, but after entering university, they basically lose the opportunity of professional transformation and adjustment, which restricts the growth space of applied talents. At present, some colleges and universities have also explored this, such as adjusting the curriculum, optimizing the subject structure, and developing the enrollment of professional groups. But these measures have great limitations. In order to strengthen the training of talents in higher education and speed up the transformation and development of higher education, it is necessary to deepen the education reform, further break through the professional restrictions, combine the major major with the minor major, or set up the system of expanding the major, exchanging the liberal arts and the science major, opening the courses of various disciplines, carrying out the system of exchanging certificates and credits on the basis of comprehensive credits, allowing and encouraging learning In the credit system, vocational skill certificates and practical training are allowed to offset credits for students' cross major learning, which gives students more space and freedom to choose and creates a loose environment for training composite practical talents^[6].

4.3 Deepen School Enterprise Cooperation

It is an effective way to enhance the training efficiency to cultivate application-oriented talents suitable for social needs, to combine school education with industry, to carry out cooperation in running schools, and to combine production, teaching and research. However, at present, enterprises are lack of enthusiasm. Although many colleges and universities have carried out school enterprise cooperation, some of them only stay in the form, and the content of substantive cooperation is less. Some practical training foundations are also lack of practical operation, which is difficult to mobilize the enthusiasm of students. That is to say, the motivation of colleges and universities, students and enterprises are obviously insufficient. In view of these problems, we should improve from the policy level, on the one hand, we should increase the supply of preferential policies, on the other hand, we should refine the existing policies in the operational level, so that they can truly land on the ground, and promote the substantive cooperation between enterprises and universities. Universities and enterprises should also further clarify the responsibilities and obligations of both sides, take a more active attitude, and combine the needs of both sides and students to become talents, so as to deepen cooperation (Figure 2)^[7-8].



Fig.2 Transformation of Higher Education

5. Conclusion

To sum up, in the new situation of higher education popularization, great changes have taken place in the pattern of talent supply and demand, and there are also many problems, which are highlighted in that the change of talent supply is greater than the structural change, which is inversely linked with the social demand. To solve this problem, we should be aware of the prominent contradictions in the current higher education and management system, the development strategy of colleges and universities, the mode of running schools, etc., further reform the management mode of higher education, build a system and mechanism suitable for the supply and demand of talents, create an equal, open and free space, and fully mobilize the enthusiasm of the main body of running schools of higher education. At the same time, we should establish a stable and close relationship between the supply side and the demand side of higher education talents, improve the cooperation mechanism, and form a joint force to cultivate social applicable talents.

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