

Theoretical connotation and practical principles of high quality development of tertiary education system

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Abstract: China's Tertiary education has shifted to a stage of high-quality development, and deepening the reform of education and teaching evaluation in the new era has become an indispensable link in building a high-quality education system. China's Tertiary education has already stood at the threshold of the popularization stage. In the face of the future technological revolution and industrial transformation, in the face of the development trend of world Tertiary education and the needs of national economic and social development, Tertiary education should take the initiative to change and plan ahead, and respond with high-quality development. The future challenges are to meet the people's growing demand for high-quality Tertiary education, and to cultivate more people who meet the new requirements of the country's modernization drive. Therefore, on the basis of data construction, combined with the improvement of the new education infrastructure system, to obtain effective data resources as educational resources Build empowerment. Based on the large-scale evaluation of student evaluation resource data, the single result orientation is transformed into a "multi-dimensional" process orientation, the emphasis on knowledge transfer is transformed into an emphasis on all-round development, the Tertiary education teaching evaluation system is built in an all-round way, and the high-quality education and teaching evaluation is empowered by digital resources. develop.

1. Introduction

The traditional means of education and teaching evaluation do not pay attention to the individual needs of the educatees, nor can they specifically evaluate the teaching quality and level of teachers, nor can they assist learners to adjust their learning methods and skills, or assist teachers to adjust their teaching strategies. The development of Tertiary education has put forward higher requirements for education and teaching evaluation. The use of big data technology can better achieve teaching objectives. At present, a new round of global scientific and technological revolution and industrial reform are accelerating their evolution, and scientific exploration is expanding in depth from micro to cosmology. To realize the high-quality development of Tertiary education, we must examine and consider the realistic logic, the connotation of the times and the practical path of the development of Tertiary education from a higher position, so that Tertiary education can better provide strong talent support and intellectual guarantee for the development of the party and the country and the great rejuvenation of the Chinese nation. Deepening the reform of education and teaching evaluation in the new era has become an indispensable part of building a high-quality education system. Therefore, it is necessary for us to rationally understand how to drive the high-quality development of education and teaching evaluation with data.

2. The development dilemma of Tertiary education teaching evaluation

2.1. The individualized development of Tertiary education poses new challenges to the evaluation index system

With the popularization of Tertiary education in China, the single teaching method of traditional education can not pay attention to the individual needs of students, which eventually leads to the serious derailment between teaching plan and teaching results. In 2018, the gross enrollment rate of

Tertiary education in China has exceeded 48%, and is about to enter the popularization stage. . China's Tertiary education needs to grasp the key of diversification, so as to make Tertiary education change from homogeneity to diversification, from the "pyramid" structure to the "Five Finger Mountain" structure, avoid the convergence in mode, type, level and governance, and emphasize the diversity, functional richness and system health of the Tertiary education system. Colleges and universities in ethnic areas should bear in mind the glorious mission, comprehensively grasp the scientific connotation of "four services", deepen the education of national unity and progress, and comprehensively forge the consciousness of the Chinese national community; Focus on the fundamental task and integrate morality building into all aspects of the whole process of education and teaching; Highlight the main line, and make the education of building a strong sense of the Chinese nation community deeper, more practical and more detailed; Pay attention to practical results and promote the construction of a high-quality education system in ethnic minority areas. This is not only an unshirkable political responsibility in the development process of colleges and universities in ethnic areas, but also an indispensable core theme in the practice of running colleges and universities in ethnic areas. It has been deeply embedded in the daily practice of running schools and educating people. The number of students receiving Tertiary education has increased rapidly and the scale has expanded. However, the way of education and teaching evaluation still stays at the stage of measuring students' learning achievements by examination scores, which obviously does not meet the requirements of personalized development of Tertiary education. In order to solve this contradiction, we must establish and improve the evaluation index system and improve the data source of the evaluation index.

2.2. The change of Tertiary education mode puts forward new requirements for the reliability of evaluation data

With the development of industrialization to informatization, informatization has led to the transformation of educational methods. Unlike traditional education, OBE's credit system is based on student performance and achievement. Our country has entered a new era, the people's desire to go to university has been basically satisfied, and the main contradiction has been transformed into the contradiction between going to a good university and insufficient and unbalanced high-quality educational resources. To solve this contradiction, we cannot rely solely on the expansion of the "985 Project" and "211 Project". We should use a variety of development models and high-quality educational resources with diverse characteristics to meet the needs of the people and achieve the goal of providing education to the people's satisfaction. During the "14th Five-Year Plan" period and even for a longer period in the future, ethnic work will face a series of new situations, new problems, new challenges and new tasks. To do a good job of ethnic work in the new era, to compose a new chapter of ethnic work in the new era and the cause of Tertiary education in ethnic areas, to promote high-quality development in ethnic areas, and to promote people of all ethnic groups to share the fruits of reform and development, we have a heavy responsibility and a glorious mission. To establish a student-centered educational evaluation system, it is necessary to improve the result evaluation, strengthen the process evaluation, improve the comprehensive evaluation, and explore the value-added evaluation by means of information technology. The evaluation result is an important indicator to help students, teachers and parents choose schools and majors, and it is also an important indicator of government and market input and the acceptance of graduates by the society. In addition, schools will also conduct mutual recognition and resource sharing based on the evaluation results. Therefore, the reliability of the data resources selected by the evaluation index system is very important. The structural model of the Tertiary education system is shown in Figure 1.

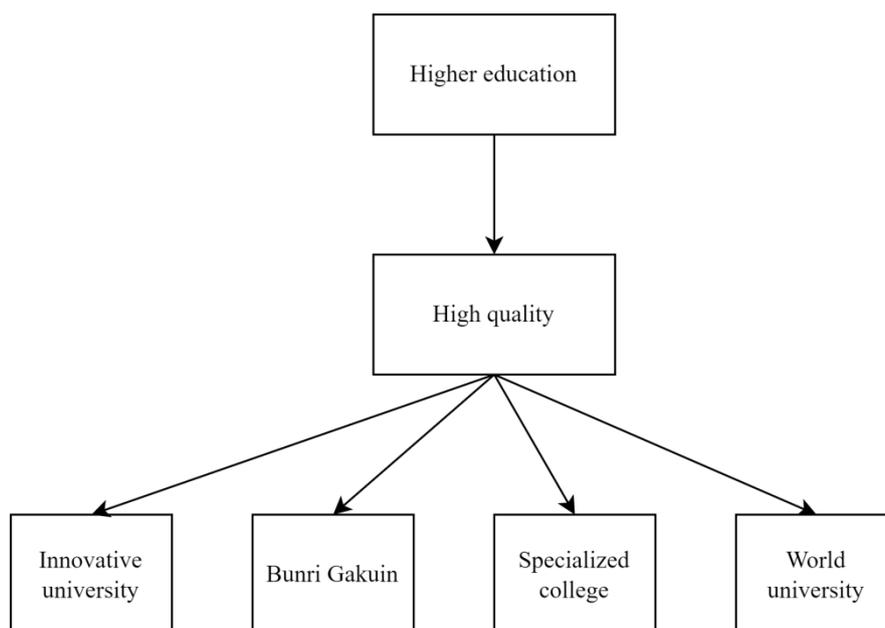


Figure 1 Structure Model of Tertiary education System

3. The theoretical connotation of high-quality development of Tertiary education system

3.1. High-quality openness; improvement of the quality of interactive communication and internationalization

Under the background of "domestic big circulation as the main body and domestic and international double circulation promoting each other", the opening of Tertiary education system has double connotations, which not only points to the opening of other subsystems such as society and market, but also points to the opening of different Tertiary education systems and even international Tertiary education systems. The requirement of high-quality development is the best guide to the practice of running Tertiary education. On the new journey of building a socialist modernized country in an all-round way, Tertiary education must firmly grasp the special mission and task of talent cultivation, scientific research, social service and cultural innovation, and form the overall pattern of high-quality development of Tertiary education. It is the first pursuit of high-quality development of Tertiary education to meet the needs of national development and social progress with a big pattern, a big vision and great changes, and to train a large number of high-quality talents for the development of the party and the country. China's Tertiary education should actively integrate into the world, speed up the substantive cooperation process in the fields of education and research, participate in the formulation of international standards and rules, strengthen exchanges and cooperation with the world's Tertiary education organizations and institutions in terms of "international substantial equivalence" certification, quality assurance and evaluation, introduce high-quality educational resources and advanced educational concepts, provide the world with Chinese cases and programs of Tertiary education, and make the Chinese voice of Tertiary education sound. Tertiary education should actively open school boundaries, subject boundaries, knowledge boundaries, learning boundaries and classroom boundaries. With an open vision and attitude, in the international open cooperation, Industry-University-Research integration and collaborative innovation, it should substantially promote knowledge system innovation and open collaborative education, deeply promote interdisciplinary and integration, and cultivate innovative talents in interdisciplinary. The pursuit of high-quality internationalization should adhere to the common law of Tertiary education development, actively conform to the trend of Tertiary education internationalization, draw lessons from and summarize the advanced ideas and historical experiences of other Tertiary education systems, and emphasize the quality of international education training and the interactive quality of international communication; At the

same time, it is necessary to make Chinese voices heard in international dialogues, convey Chinese ideas in ideological collisions, and export Chinese models in cultural interactions.

3.2. Practical principles of high-quality development of Tertiary education system

Practice promotes the high-quality development of Tertiary education system, which is the purpose of deeply interpreting the connotation of high-quality development theory. In practice, it is necessary to adhere to the guidance of scientific and reasonable principles, and reduce the one-sided interpretation and implementation deviation of theoretical connotation from the source. The scale of system openness is between zero and one hundred, and the degree of openness is zero, so the system becomes a closed system that disappears from the inside. Completely open, the system loses its boundary and integrates with the external environment. It is the foundation of development, and development means breaking the old stability and building a new stable structure in the unstable state. The evolution process of self-organization system is the dialectical unity of stability and instability. After the system has built a high-quality classification structure, the system elements and the overall development need the support and guarantee of internal information, materials and resources, so as to consolidate the stability of the classification structure and enter a new round of stable development stage. In other words, after the development pattern of classification and sequencing is formed, it is necessary to consolidate and maintain the stability of the differentiated security system. Therefore, it is the core and key for the high-quality development of Tertiary education to actively meet the diverse needs of the economy and society and improve the pertinence and appropriateness of talent training. It is necessary to establish a higher-level talent training system in Tertiary education, build a discipline structure and a dynamic adjustment mechanism of disciplines and specialties that can adapt to national economic development and industrial transformation and upgrading, speed up the training of talents in science, engineering, agriculture and medicine, talents in emerging industries and professionals urgently needed by people's livelihood, guide colleges and universities to accurately position themselves, form talent training characteristics, change talent training modes, and effectively improve the contribution rate and profit rate of talent training in Tertiary education. We should speed up the connotative development of applied universities, entrepreneurial universities and higher vocational colleges. Optimize the professional layout of applied disciplines, focus on emerging technology fields such as artificial intelligence technology, cyberspace security, big data computing, biotechnology, new energy development, etc., strengthen the resource input of related applied technology innovation projects, promote the five-in-one construction of "production, teaching and research, learning and application" in applied disciplines, and enhance the kinetic energy of applied innovation.

4. Conclusions

Data-driven high-quality development of Tertiary education requires multiple measures, with the concept of "integration and one-stop", service as the starting point and end point, safety as the bottom line, data as the core, and the use of platform thinking to strengthen the implementation of information The quality assurance system, rational planning and layout, overall construction, and informatization coverage of teachers and students in the whole process of school management and services are realized. Colleges and universities are an important force for enhancing the soft power of national culture, and innovation culture is also an important aspect of the high-quality development of Tertiary education. On the one hand, colleges and universities should actively respond to the country's opening-up strategy, actively serve the "Belt and Road" construction, form a higher-level international exchange mechanism, build a new platform for cultural exchanges, and gather new channels for intellectual resources. Focus on promoting all-round, multi-subject, multi-field, and deep-level Tertiary education foreign exchanges and cooperation, promote higher-level openness and sharing of Tertiary education, enhance the international competitiveness and cultural influence of Tertiary education, and cultivate a large number of people with international perspectives, High-quality talents with family and national feelings and national spirit, constantly enhance the ability of Tertiary education to serve the "Belt and Road" and "Community with a

Shared Future for Mankind". Data has become an important resource in the field of Tertiary education now and in the future. At present and in the near future, Tertiary education institutions must increase the mining and analysis of data resources in order to enhance their competitiveness and carry out technological innovation. In the era of big data, we need to identify the positioning of Tertiary education teaching evaluation in China, and empower the high-quality development of Tertiary education teaching evaluation by mastering the key technologies of big data.

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