

The Development of Higher Education in the Post-Popular Era

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ABSTRACT. *With the development of “post-popularization” of social development, it has become the inevitable development of higher education. At this stage, although it has created many developments for higher education, it also highlights the many challenges facing the development of colleges and universities. This paper will analyze the characteristics of higher education based on the background of post-popular era, and study the roles and functions of different types of colleges and universities. It is proposed that different types of colleges and universities in the post-popular period should continue to develop students who need to adapt to different needs.*

KEYWORDS: *Post-popular era; Higher education; Role function*

1. Introduction

American scholar Martin Trow is the founder of the stage of the popularization of higher education. According to the “mass enrollment rate” of higher education, he divides the development process of higher education into three stages: “elite, popular and popular”. In the mid-to-late 1990s, professors of this chapter at Hiroshima University in Japan formally proposed the “post-popular higher education development stage”. He found that higher education had a relatively flat “platform period” before it became popularized. This period was called the post-higher education stage. Chinese scholars Jiang Wenliang and Bu Xuemei believe that when the gross enrollment rate of higher education is between 36% and 50%, it belongs to the post-popular stage.

2. The Characteristics of Higher Education in the Post-Popular Era

2.1 Enrollment is Large

The expansion of enrollment in colleges and universities has prompted China to quickly enter the stage of mass development after higher education. From 2010 to 2015, the total scale of higher education in China, the number of students enrolled in

the colleges and universities, and the number of students in the school are all huge, and the number of enrollments continues to increase. By 2019, the gross enrollment rate of higher education in China will reach more than 50%, and it will enter the stage of popularization of higher education. This shows that in the next few years, China will further maintain and consolidate the larger-scale higher education system.

2.2 Diversification of Educational Models

(1) Increase in the Number of Private Colleges and Universities

Since the 21st century, the number of colleges and universities in China has grown. As of May 23, 2015, there are 722 regular private colleges and universities in China, distributed in 30 provinces, municipalities and autonomous regions across the country. The number of undergraduate colleges and universities in private universities is 416, accounting for 58% of the total number of private colleges[1].

(2) Network Education is in the Ascendant

With the development of science and technology, “Internet + Education” has produced a new form of education, and virtual universities, large-scale online education, and online learning have been widely developed and applied. Online classrooms allow higher education audiences with different backgrounds, ages, experiences, and learning needs to receive a more diverse education.

2.3 Student Personalization

Personalization requires respect for the unique individual development of the educated. Students from the same university have different life backgrounds and experiences[2]. There are many differences in the quality, personality, and hobbies of these student groups. In the process of teaching higher education, it is necessary to teach students according to their characteristics and competence, and respect the uniqueness of individual students.

2.4 Promote Applied Undergraduate Education

In November 2015, the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance jointly issued the “Guiding Opinions on Guiding the Transformation of Some Local Undergraduate Universities to Applied Types”[3], proposing local universities to take the lead in transforming to application, from cultivating theoretical Talents are transferred to cultivate technical and skilled talents, improve the professional quality of college students, enhance the professional ability of college students, and adapt to the needs of current enterprise transformation. The professionalization of higher education in the post-popular era will not only help promote the country's economic development, improve people's social adaptability, promote employment, improve people's livelihood, but also promote the supply side and structural reform of higher education.

3. The Role of Different Types of Colleges and Universities in the Post-Popular Era

3.1 Different Types of Colleges and Universities Win Legal Status by Role

University education is not isolated and formal. It has social functions that assume a certain social division of labor and social roles in the social structure. In fact[4], colleges and universities are to meet their different legal needs in different historical periods to obtain their legal status. The functions of colleges and universities are thus accompanied by the changes of the times. At the same time, the evolution of functions has also promoted the diversified development of colleges and universities. With the expansion of the scale of higher education, the differences between schools have become more and more obvious. To a certain extent, classification is a direct result of the university's further consolidation of its legal status.

3.2 Different Types of College Academic and Application Functions Are Highlighted

The main characteristics of research universities are production science principles. The characteristics of teaching research universities are the development of scientific principles. The characteristics of teaching (application) undergraduate colleges are the dissemination of scientific principles. The characteristics of higher vocational colleges are applied scientific principles. The main characteristics of the different tendencies of the four types of universities can be summarized by the two main functional dimensions of “academic function” and “application function”. Although the degree of academic function and application function of different types of universities is different, it is relative, regardless of the applicability of any university. “University as a fundamental human practice is inseparable from application. Without application, any advanced theory is no good[5]. Without application, the top universities are just a shelf. Using “academic functions” and “application functions” The two main functional dimensions are differentiated and explained, aiming to guide all kinds of colleges and universities to construct more targeted, talented training objectives, specifications, service orientation, professional settings, curriculum system, teaching methods, teaching materials construction and quality assurance system. Feasible school positioning.

3.3 Different Types of Colleges and Universities Clear Role Function is Equal to Clear Responsibility Mission

As far as the four types of colleges and universities are concerned, the main responsibility of research universities is to cultivate top-notch innovative talents and perform important scientific research and basic theoretical research as the main task, aiming at building world-class universities and high-level universities; teaching and research universities are mainly Perform professional talent training, regional and

industry-oriented scientific research and social service functions[6]; teaching (application) undergraduate colleges with the application of senior professional talents for local social and economic development services as the main functions; higher vocational colleges It mainly trains technical and skilled talents, and provides various types of labor vocational training and civic quality improvement training for the region, and strives to ensure that the fairness of the public's acceptance of higher education is reflected to the utmost. To this end, according to the actual needs of colleges and universities and the needs of social and economic development of the district, the quality requirements and evaluation standards and structural proportions of different institutions should be formulated, and classified management and classification guidance should be implemented to effectively change the existing responsibilities of colleges and universities and the division of labor. The blind phenomenon and the same phenomenon of the target mine make different universities have their own advantages and achievements, and pursue excellence in their respective fields.

4. Different Types of Colleges and Universities Adapt to the Needs of Students in the Post-Popular Era

4.1 Research University

Implementation-locked enrollment and education in elite subjects. It is important to recruit outstanding people to undertake the task of cultivating top-notch innovative talents, important scientific research and basic theoretical research, with the goal of building world-class universities and high-level universities. How to judge students with excellent academic performance. It is necessary to set strict and difficult selection test questions for the specific level of students' intellectual level and learning ability, lock the enrollment targets, limit the enrollment scale, and stipulate the enrollment scope.

4.2 Teaching Research

Teaching and research university - restricted enrollment, professional industry education. It mainly performs professional talent training, regional and industry-oriented scientific research and social service functions. Elite education and mass education coexist, teaching and research are equally important or mainly focus on teaching. Appropriately limit the enrollment scale, and cultivate industry talents with broad basic theories, high comprehensive quality and professional ability, strong employability, strong entrepreneurial ability and strong development ability.

4.3 Educational Applied Undergraduate Colleges

Teaching (application) undergraduate colleges-gradual enrollment, and application-oriented senior professionals who specialize in applied education to

cultivate local social and economic development services are the main functions. Such institutions are mainly headed by the local government, funded by local governments, and the students are mainly local. After graduation, most of them stay in local employment. Carry out special application education for the progressive enrollment of local mainstream students.

4.4 Higher Vocational Colleges

Higher vocational colleges - open enrollment, popularization of vocational and technical education, mainly cultivate technical and skilled talents, and provide various types of labor vocational training and civic quality improvement training for the region, and strive to ensure the fairness of the public to receive higher education. Reflected. Higher vocational colleges can carry out age-free human studies and open-ended enrollment. Anyone with a high school education can apply for an applicant, regardless of age, to provide education for all those who can benefit from higher education. In addition, establish a humanistic mechanism for those who have expertise, and give educational opportunities to people with special abilities.

5. Conclusion

In summary, in the post-popular period, following the appropriate development ideas of colleges and universities, it is possible to promote colleges and universities to become more adaptive organizations and have the ability to adapt to future universal education.

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