

How Does Education Serve the High-quality Economic Development

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Abstract: *China's economy has shifted from a stage of rapid growth to a stage of high-quality development, and its development philosophy and development model have changed accordingly, especially in the characteristics of demand for talents; education that is affected by the stage of economic development and in turn affects economic development concepts and development models should also undergo corresponding changes. The research starts from the characteristics of talent demand in the high-quality economic development stage, derives a talent training model that is compatible with high-quality economic development, and builds a high-quality development evaluation index system for education.*

Keywords: *high-quality development, characteristics of talent demand, training model, evaluation*

1. Introduction

At the end of September 2021, General Secretary Xi emphasized at the "Central Talents Work Conference": "We are closer to the grand goal of achieving the great rejuvenation of the Chinese nation than at any time in history, and we are more eager for talents than at any time in history." Announced that China's major strategy for human resources work is to "accelerate the construction of the world's important talent centers and innovation highlands", and the goal of human resources work is to "provide talent support for the basic realization of socialist modernization by 2035, and lay a solid talent foundation for building a powerful modern socialist country in 2050". The blueprint is magnificent and the goals are clear. How education can develop to cultivate talents needed in the new era and serve the goals of talent work is a question worthy of in-depth consideration. This article discusses the adaptability of education development and economic development.

After the reform and opening up, China has focused on economic construction. The economy has experienced 40 years of rapid economic growth and has achieved world-renowned development achievements. In order to cultivate the human resources needed by the rapid economic growth model, the whole society has implemented nine-year compulsory education, expanded college entrance examinations, and vigorously developed vocational and technical education and various continuing education, so that China's gross enrollment rate for pre-school education, gross enrollment rate for high school education, and higher education The gross enrollment rate of education has exceeded the average level of middle- and high-income countries. As of 2020, the expected target for the consolidation rate of nine-year compulsory education will reach 95.2%, the gross enrollment rate of high school education will reach 91.2%, the gross enrollment rate of higher education will reach 54.4%, and the enrollment target for general higher education will reach 9,674,500. The rapid growth stage of our education industry. For example, rapid economic growth has brought about problems such as inefficient development, destruction of the ecological environment, and inadequate development of urban and rural areas; while China's education has achieved great achievements, some problems have also arisen. Volumes and higher education are becoming more and more utilitarian. Especially in the development process of higher education, there have been some bad phenomena: teaching work is being ignored more and more, and the control requirements to cope with inspections are greater than actual needs; innovation has become meaningless excellence, the convergence of educational models is serious, etc., and the development of education has not based on the local economic and social development stage and the characteristics of the source of students, and blindly imitate and copy the successful models of other places, Handan learns to walk or even impersonate.

2. The relationship between economic development and educational development

The 1990s was the first entrepreneurial period driven by production factors. The main feature was the formation of industrial parks through investment promotion, and the pursuit of the scale and volume of the industry. During this period, the development goal of education was to provide skilled workers who could get started quickly; 2000s it is the second entrepreneurial period driven by scientific and technological elements. The main feature is the establishment of science and technology parks to increase the conversion rate of achievements and the pursuit of industrial transformation and upgrading. This stage has a large demand for engineers and senior technicians; the 2010s is the third entrepreneurial initiative driven by innovative elements in the period, the main feature is innovation-driven, the pursuit of the formation of an innovative economic ecology, and the gaps in senior engineers and innovative talents gradually appear. The "COVID-19" has exposed the problem of insufficient localized production capacity in various countries under economic globalization, which has prompted countries to further strengthen their attention to the domestic cycle. This trend may increase the spatial connection between domestic production and consumption, and make the global industrial chain face shortening risks, society's demand for talents has also changed accordingly. The report of the 19th National Congress of the Communist Party of China pointed out that the main social contradiction in our country has been transformed into the contradiction between the people's growing need for a better life and unbalanced and inadequate development; to solve the unbalanced supplement, high-quality development must be achieved, which matches high-quality development. The talented person must have the spirit of innovation and craftsmanship. How to train innovative and ingenious talents is a problem that educators in the new era need to think carefully.

The industrialization of education has realized large-scale transfer of basic knowledge and skills, and has provided necessary human capital for rapid economic growth. The median of knowledge and skills of human capital in our country has increased significantly, but the shaping of values and the cultivation of moral education cannot rely on the industrialization of education, or even industrialization. The drawbacks have gradually emerged. For example, the increase in the wage level of private enterprises can hardly meet the increase in labor productivity required for high-quality development in the long run (Zhao Feng, Ji Lei, Li Bin, 2019). Furthermore, the industry cannot be roughly shifted to areas with low wage levels to achieve further development. The feasible path is to rely on innovation to drive labor upgrades and productivity enhancements. The total number of scientific and technological talents has increased, but the proportion of scientific and technological talents in the overall human capital is still low, and there is still a gap between the demand for scientific and technological talents for high-quality development; more significant is the lack of high-end scientific and technological talents such as leading or advanced talents. The trend of regional imbalances has intensified. In general, the huge potential of China's scientific and technological talents to promote high-quality economic development has yet to be released (Ma Ru, Zhang Jing, Wang Hongwei, 2019). During the period of rapid growth, economic development mainly relies on following talents and matching talents, while the high-quality development stage relies more on matching talents and leading talents. China's education has always been biased towards economic development, with the goal of structural adjustment to adapt to economic development (Li Jinhua, 2019); and how to train leading or advanced talents needed in the stage of high-quality development remains to be explored. Education must serve economic development to make a difference, as well as cultivate leading talents for economic development. Education must reflect the unity of tool attributes and authentic attributes (Liu Yunsheng, 2018); the experience of high-quality economic development in Germany, Japan, etc. It also shows that attaching importance to the development of education is the key to the success of economic transformation and industrial upgrading (Li Shankui).

On the whole, Chinese education provides strong support for China's economic development. The mismatch in its partial manifestation is structural, not scaled, and not cyclical. It cannot be solved by its own iteration and needs to be reformed from the education supply side. . Due to the inherent inertia of education, the supervision and integration of the entire chain of education has become particularly important. The value chain for high-quality development of universities should focus on the linkage between upstream and downstream (Yang Yingjie, Huang Chao, 2019), its upstream source of students and downstream society the demand must resonate at the high-quality level. Teaching reform means that in the process of social change, under the fierce technological game, competition and collision, lessons and trial and error can be found to find the optimal solution suitable for the era of economic and social development; Chinese traditional culture is a countermeasure against nature. The world is first fully understood, and then gradually unfolded; the West discusses science and technology, gradually refines, and then integrates. Combining the two, the direction of the teaching reform knowledge

cultivation system should have both breadth and depth, and both breadth and depth should be compatible. Teaching reform cannot be designed overnight, but based on the school's history, professional characteristics, students' characteristics, and regional development stages; the purpose of education should shift from rapidly raising the cultural level to providing a large number of engineering and technical personnel innovative talents focusing on interests.

3. Analysis of the characteristics of the talent market demand for high-quality economic development in the post-epidemic era

The comprehensiveness and complexity that the people need for a better life will inevitably require talents to possess in all aspects without being biased. The mode, method, and content of education can be continuously innovated with the development of the times, but the spirit of the endless virtues and people in education can only be inherited and carried forward. General Secretary Xi has repeatedly emphasized on different occasions that "the foundation of a higher education institution is to foster morality" and that "people without morality do not stand, and the foundation of educating people lies in morality." With the rapid expansion of the human knowledge base, the skills of future talents will be reflected in the search and integration of knowledge, and the learning and application of unknown knowledge. As far as personal development is concerned, in the past, emphasis was placed on highlighting the tool characteristics of skills. After a certain period of time, spiritual and moral attributes have become more important and even indispensable.

Based on the analysis of the recruitment information of the "Worry-free" recruitment information platform in October 2019 (before the epidemic) and January 2021 (post-epidemic era), it is found that after the epidemic, the company's work experience for talents is expected to decrease, and for more than three years of work experience for applicants with a doctoral degree, the salaries offered by companies have generally decreased; for applicants with less than three years of work experience, the salaries offered by companies have increased with the improvement of their academic qualifications, and are more generous than before the epidemic, especially for those with a doctoral degree. This is an increase of 1,720 yuan compared to before the epidemic; and the salary for a bachelor degree or below has not changed much. This shows that talents with higher education are more popular in the post-epidemic recruitment market. Further, through the study of the difference in the frequency of characteristic words before and after the epidemic, it is found that the more preferred positions of enterprises in the post-epidemic era are "operations", "e-commerce", "anchor", "real estate", "education", "promotion", and "networking", "video", "media" and other related fields, which are also related to the booming development of online industries such as live broadcast, education, e-commerce, etc. in the post-epidemic era; the demand for traditional positions such as clerks, salesmen, sales, and headhunters has decreased obvious. Therefore, as China's economy gradually enters the track of high-quality development, the demand pattern for talents shows new characteristics: solid professional skills, asymmetric advantages in certain aspects, and compound talents with certain leadership will be more competitive in the market.

4. Suggestions for the high-quality development of education in China

While China's higher education has achieved outstanding results, it should also be noted that although China's education system is complete, there are also some Western education or former Soviet education models, especially in the textbooks of some core courses. The development of education is inadequate and uneven. The current fragmented, massive, and non-verified information environment has had a great impact on the concept of quality education implemented in our country. Quality education has also begun to be industrialized and standardized, while ignoring the differences in education sexuality, long-term nature and uncertainty. Innovation-driven is the source of power for high-quality development, and its core support lies in the improvement of total factor productivity and the labor rate of all employees, and the improvement of the labor rate of all employees lies in the cultivation of talents. Since 2018, the competition for people in major cities has demonstrated that cities attach importance to the importance of talents, but they are still limited in quantity; how to cultivate talents that are suitable for the stage of economic development and urban endowment is particularly important. The development of higher education in our country in the new era should adhere to the educational philosophy of health, sharing, collaboration, innovation and openness, and not take the excessive development of the body as the driving model for the cost of acquiring

knowledge. The sharing of educational achievements and the cooperative learning model should cultivate an open mind, curious, optimistic about uncertainty, and a new era of literary spirit.

4.1 First, deeply understand the characteristics of the times, and create a talent cultivation model that adapts to needs and leads the future

The high-quality development of education should not only serve the high-quality development of the economy, but also lead the high-quality development of the economy. This is also the connotation of high-quality development; the high-quality development of education must not only meet the rapidly growing knowledge and skills needs of the people, but also serve the people's rapidly growing needs for a better life. The goal of education training should be shifted from the tool attribute to being based on morality, being close to the people, and ending at perfection; gradually transforming the educational philosophy of knowledge training as the core and purpose to a cultivation system with morality and humanity as the core. Education is an iterative process that requires not only the attributes of knowledge transfer, but also the attributes of moral inheritance.

In the past, it was basic first, professional second, horizontal expansion first, and vertical deepening later. This model made the training period for talents longer and longer. Therefore, the educational model can be developed from small to professional, and then extended horizontally as needed; attention should be paid to the encapsulation and interface characteristics of knowledge modules. China's innovation-driven strategy has laid a good foundation in the past 10 years, and the innovation environment and the main body of innovation have been improved and strengthened; independent innovation and technology introduction can go hand in hand; the innovation process weakens the dependence on results and increases the evaluation of the process and talent cultivation Weights.

4.2 Second, comprehensively sort out the teaching links, and promote the reform of teaching horizontally to sideways and vertically to the bottom

There is no education model that is suitable for all people, and no education model is suitable for all times. The development of education must fully consider the risk of recoil or by-products of development. To sort out the problems existing in the various links of teaching and the implementation of teaching reform, each existing problem must be solved; to use Marxist methods to give a critical summary, it is necessary to always pay attention to the teaching reform. Any system has its characteristics, its advantages, and its once irreplaceable nature. The teaching reform cannot cut off the connection, and cannot establish a new mountain. After the policy is implemented for a period of time, students are familiar with the policy. Even if the policy is effective, the marginal effect will diminish. Teaching reform should not be imagined out of thin air, and the process of teaching reform should be regarded as an immediate thing, and the policy implementation should be arbitrarily believed that the effect should be achieved as soon as possible; the policy has no room for tolerance. Under the background of interdisciplinary, it is not difficult to innovate the teaching reform plan. The difficult thing is how to implement it and how to form an ecology. First of all, due to the global configuration of the industrial chain, modular teaching cannot train everyone as a scientist. It is necessary to pay attention to the common sense of education. Common sense is often more important than knowledge. The training mode should emphasize cross-professional configuration, light career-oriented, and heavy craftsman-oriented. To change the cultivation model, the important thing for talents is not the skills, but the way of thinking about solving problems.

4.3 Third, make full use of the information technology environment to improve the efficiency of education and teaching

According to the 45th "Statistical Report on China's Internet Development Status" by the China Internet Network Information Center, as of March 2020, the number of online education users in China has reached 423 million. In the post-epidemic era, the number of online education users in China will still be 342 million in December 2020, accounting for 34.6% of all Internet users. Major Internet companies have also deployed. Tiktok released the Edu Tok project to enter the field of knowledge education. According to data released by Tiktok, as of December 2, 2019, the number of knowledge content creators with more than 10,000 fans on Tiktok has exceeded 74,000, and a total of 19.85 million pieces have been created. High-quality knowledge short videos, with a cumulative playback volume of more than 1.9 trillion; as of May 2020, the total number of users at station B is 328 million, with 51 million daily livelihoods, and 172 million monthly livelihoods. 18-35-year-olds who are in

high demand for education account for 78% of the total users, with an average daily usage time of 87 minutes, the 12-month retention rate of full members is as high as 80%, and the user stickiness and payment rate are high; Kwai has more than 20 million interesting knowledge videos, and more than 38 million There are daily encyclopedia videos, more than 59 million professional skills videos, and more than 1 million subject education videos. Therefore, in the era of mobile Internet, we should make full use of the advantages of information technology to help the education and teaching process to enrich the teaching process, and show students the core, connection and extension of curriculum knowledge from all dimensions, so as to avoid falling into the details of knowledge and ignoring the truth, and avoiding the modern students have too many methods and do not know the applicable conditions of the methods and other issues.

4.4 Fourth, meticulously prepare lessons, read classics, and dig deeper into ideological and political elements

"History as a Mirror" states that "talents are worthy of virtue; morals are commander of talents", and curriculum ideology and politics play the role of commanding people's talents. The first group that has the greatest influence on the thoughts, words, deeds and growth of college students are professional course teachers. Therefore, it is very important to strengthen curriculum ideology and professional ideology. On the basis of improving the quality of ideological and political theory courses, promote other courses and ideological and political courses to form a synergistic effect. Scholars suggest that the fundamental problem to be solved by "curriculum ideology" lies in the weakening and lack of school education ideological attributes and logic. The core essence is to strengthen the political direction, position and mission of school education. The fundamental measure is to promote the "knowledge" and "educational" integrated construction (Hao Deyong, 2021). As far as some professional courses of information and computing science are concerned, we suggest that the excavation of the ideological and political content of the course can be carried out from the following three aspects: first, refining and sorting out the anecdotes of famous experts who have made outstanding contributions to the course content; second, the course The ideological and political extension of the content itself (for example, the need for scientific and technological innovation and the importance of core technology research through matlab software is banned; from the restrictions in the "China's Export Prohibited and Restricted Technology Catalogue" jointly issued by the Ministry of Commerce and the Ministry of Science and Technology "Personalized information push service technology based on data analysis" was added to the export section, emphasizing that algorithms and models are also core competitiveness, thereby encouraging students to strive for progress and in-depth cultivation of the majors they have learned); third, the course content can be used to solve current affairs hotspot issues, such as guiding students to use data mining to conduct horizontal and vertical comparative analysis, from an empirical point of view to analyze why we do, "why can the Chinese Communist Party", so that students can strengthen the "four self-confidence", so as to do it spontaneously "two maintenance"; fourth, after discovering the ideological and political points, it can be integrated into the classroom through setting of scenarios, practical experience, hot spot inspiration, and homework guidance. Curriculum ideological and political is a long-term process, which requires continuous exploration and practice.

4.5 Fifth, scientifically construct an indicator system to comprehensively and accurately evaluate the development of education

Education cannot simply be quantified by the so-called achievements. Sometimes failure is also an achievement. It is enough to cultivate talents who can think independently. The school must keep pace with the times, deeply understand the needs of society, and actively follow suit and lead. The number of faculty members should increase the proportion of industry experts, and the development of the school should increase the participation of industry experts. Universities must uphold the concept of open development. The output of a university is not about the number of graduates or employment rate, nor the number of scientific research results, but whether the students who go out here can continue to participate in social development. Therefore, the construction of a scientific and feasible education development quality evaluation system is related to the development trend and development model of education; and the education evaluation index system has its temporal and spatial applicability (Qiu Baili, 2006), and the evaluation systems of different education systems are also completely different (Li Jianhui, Ren Water Resources, Li Yongxin, 2018), and numerous single-dimensional evaluation systems for education development (Cao Zhongqiu, Kang Yadan, 2018), so scientific and feasible evaluation systems for the quality of education development are rarely mentioned. Returning to the

original intention of education, it is recommended to focus on how education can more efficiently meet the education needs of the people (efficiency), how to meet the education needs of more people (coverage), how to meet the education needs of the people more reliably (reliability), and how satisfy the people's more comprehensive education needs (comprehensiveness), how to meet the people's longer-term education needs (sustainability), how to meet the people's individual education needs (coordination), and build a high-quality education development level based on this the evaluation system includes 2 first-level indicators, education scale expansion and education quality improvement; scale expansion governs 3 second-level indicators of growth stability, coverage, and education length, and further expands a number of three-level indicators based on the statistical nature of the data. The improvement of education quality has six secondary indicators of benefit, balance, sustainability, stability, openness, and competitiveness, and can also be further extended for multiple three-level indicators that can be counted or collected.

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