

Conceptual Evolution and Practical Analysis of Connotative Development of Higher Education

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Abstract

The current connotation of higher education has transferred from focusing on scale to quality-oriented mode, which is in fact compatible with the theoretical results of higher education with Chinese characteristics. With the continuous development of the new era, only by fully understanding the new characteristics, goals and other contents of China's higher education development can we better achieve shared development. This paper focuses on the analysis of the conceptual evolution and practice of the connotative development of higher education.

Keywords

Higher education; connotative development; development concept; practical analysis.

1. INTRODUCTION

The implementation of the "Double First-Class" development strategy can better meet the requirements of higher education development in the new era. In this context, monitoring the connotation and development level of higher education is particularly important. This paper focuses on the development level related to the educational connotation to clarify the relevant index system. After analyzing the evaluation system with three different dimensions including development degree, coordination degree and contribution degree, this paper can better solve the problems existing in the process of monitoring and evaluation of educational development, and finally improve the cultural quality of higher education on the basis of clarifying the classification standards of higher education.

2. RESEARCH BACKGROUND

The report of the 19th National Congress of the Communist Party of China has long made "realizing the connotative development of higher education" an important development goal, and has better pointed out the direction for the development of China as a higher education power. Until 2010, the Central Committee of the Communist Party of China also put forward the concept of education development with "high-quality education" as the core, and allowed more universities and colleges to improve their own characteristics and standards. In this context, China advocates optimizing the structure based on establishing the central position of talent training, and embarking on a quality-centric development path by focusing on innovation.

3. CONCEPTUAL EVOLUTION OF CONNOTATIVE DEVELOPMENT

The connotative development of colleges and universities refers to the promotion and optimization of related elements with the help of various functional activities and results of colleges and universities. The connotation is actually the integration of methods, means and paths, and ultimately can better serve various development goals. The so-called development is surely not only an increase in quantity, but also an expansion of scale and optimization of

structure, which includes many varying influencing factors. It can be seen that behind every important stage of development there is a mode of development of higher education. Therefore, the so-called connotative development is actually for the purpose of understanding the internal attributes, functions and value orientation of higher education.

Most of the connotative development processes fully reflect the phased characteristics of China's higher education. China's education has also gone through three important stages: reform, development and re-education. After the actual great development, its internal phased characteristics are more remarkable.

College students in the 1960s are very precious, because 90% of them cannot go to college, so they naturally cannot receive high-quality education. Therefore, the fundamental task of college enrollment expansion is to improve the people's quality of life by allowing more people to receive higher education[1]. Later, both the connotative development and the extensional development of higher education are directly related to the quality of schooling. A growing number of literatures also combine "scale growth" with the development of higher education, which is not only the transformation of development mode, but also can better conform to the requirement of higher education development itself.

And then the focus of the development of higher education is to better meet the needs of students at the enrollment stage, and pay great attention to some paths and methods. However, at that time, when the scale of schooling reached a certain level, more public opinion was actually combined with public accountability. More literatures also refer to contents other than "scale growth" as extensional development, but refer to contents including scale, quality, structure, efficiency and other contents as connotative development. Such two types of definitions are not only the transformation of development mode, but also a change of development thinking.

The connotation and extension of most colleges and universities are dialectically unified, but, overall, the essence of higher education is to better improve its own quality. Only when the quality has accumulated to a certain stage can the quantity be developed in a better way and its quality and efficiency can be preferably guaranteed.

4. CONCEPTS AND CHARACTERISTICS OF HIGHER EDUCATION CONNOTATIVE DEVELOPMENT LEVEL MONITORING

4.1. The Concept of Monitoring the Level of Connotative Development of Higher Education

At present, the government, universities and academic circles in China attach great importance to the study of the connotation of higher education, and even think that the connotation of higher education reflects the actual requirements of the development of the new era, which can more effectively fit the best strategy of the development of higher education. However, scholars have not clearly defined the connotation of higher education from the perspective of current research, even though some of them interpret it from different aspects, there is still no unified definition of the content.

Although the Chinese government has long proposed theories related to coordinated development at different stages of higher education development and even linked it to high-level development, the connotation of higher education is indeed diverse in different periods. With the continuous development of the times, the connotation of China's higher education development has developed towards "excellent structure, high quality and high level"[2]. Only by integrating the connotation of most higher education with the internal and external environment can the development of higher education exert certain influence on the economy and society. However, from the perspective of long-term development, higher education is

actually a composite concept, and it will actually be an effective measure of the development of higher education in China.

4.2. Characteristics of the Monitoring Level of Higher Education Development

Higher education refers to the use of various scientific methods and Internet technologies to reflect some appropriate information under the guidance of certain educational values. In general, higher education can be characterized by the following points:

4.2.1 Normality

The monitoring and evaluation of the connotative development of higher education can often enable educators to better track the dynamics based on the status quo of development, so as to better grasp the quality of development. Most of the monitoring and evaluation of the connotation development of higher education often have a certain degree of normality. The two processes of monitoring and evaluation are not only different from each other, but also linked together.

4.2.2 Focus on quality

The core of the higher education quality monitoring system is quality. No matter in theory or in practice, the whole process of evaluation cannot play a practical role if an appropriate method of monitoring and evaluation cannot be selected.

4.2.3 Different subjects of higher education evaluation and monitoring

It is precisely because of the inconsistency of the majority of higher education evaluation subjects that the contents of monitoring and evaluation are inevitably diverse. In practice, the "points" of each subject's scene monitoring and evaluation are actually very different.

4.2.4 Different monitoring and evaluation types of higher education development

Most types of higher education development monitoring and evaluation are indeed varying. From the perspective of the regional classification involved in the monitoring and evaluation, it is actually possible to monitor and evaluate the different levels of development within provinces, cities and regions, and divide the evaluation levels into mandatory, willing and active monitoring by dint of different evaluation subjects.

5. THE FRAMEWORK OF THE MONITORING AND EVALUATION OF HIGHER EDUCATION CONNOTATIVE DEVELOPMENT LEVEL

Only when the monitoring and evaluation framework of the connotative development of higher education better functioning can the level of the connotation development of higher education be preferably improved. The monitoring and evaluation framework of the development level includes the following parts:

5.1. Clarify the Principles of Monitoring and Evaluation

Effectively adhere to the unity of internal value and external value. Precisely because higher education has the dual functions of "superstructure" and "productivity," different ideologies and values are bound to be reflected in the actual development process. In addition, higher education has the dual characteristics of education and service, so that a variety of products can meet the needs of the educated, and the higher education system can better serve the society and the nation. However, the objectivity of the internal and external laws of higher education also has an inevitable relationship with the level monitoring and evaluation, which is also the value added of higher education.

5.2. Choose Different Monitoring and Evaluation Subjects

Most subjects, objects and tools of monitoring and evaluation will directly affect the level of development within higher education. The selection of different monitoring objects, the establishment of indicators, and the implementation of the evaluation process are directly related to the content of the subjects of monitoring and evaluation[3]. Therefore, confirming that the subject is actually an important issue in the connotative development of the higher education.

As higher education has gradually entered the center stage of society, and most higher education systems have also changed, the internal needs of most higher education will become increasingly complex. Judging from the development history of China's higher education monitoring and evaluation system, it has also experienced a development process from a single evaluation to a diversified evaluation. The different evaluation results formed will have direct significance for the management of universities and colleges. If the monitoring and evaluation of higher education can be incorporated into the development process, it will naturally make the evaluation results more objective and fair.

5.3. Establish A Monitoring and Evaluation Platform

Only by effectively establishing a monitoring and evaluation platform with the connotation of higher education can we better monitor the development process of higher education. On the one hand, an appropriate data prediction system can be formed on the basis of data application; on the other hand, a "data application center" integrating early warning, service and sharing can also be formed, so as to achieve common integration of the content of the connotative development of higher education.

6. IMPLEMENT THE DEVELOPMENT CONCEPT AND REALIZE THE DEVELOPMENT OF HIGHER EDUCATION

Under the new development concept, only an effective answer to "how to better achieve connotative development" can solve the current imbalance in the development of higher education. In general, the connotative development of higher education will develop in the following directions:

6.1. Innovative Development

Higher education is bound to continue to develop in the process of innovation, and China's economy is gradually developing towards the direction of large-scale and high-quality economy. Higher education shoulders the responsibility of cultivating a group of high-tech talents with world standards, so it is more necessary to accelerate the innovative development. From the perspective of long-term development, innovation in higher education refers to the continuous advancement of new ideas and theories in higher education and the eventual formation of a group of socially acceptable activities. Therefore, in the face of the requirements of the new era, it is necessary to overcome all kinds of outdated ideas and different challenges, so as to finally be able to better overcome the resistance generated in the process of connotative development.

In order to implement the "talented power", "innovation-driven" and other different strategic guidelines, the following aspects must be started: First, it is necessary to continuously deepen the innovation and entrepreneurship education reform to improve the ability of talents in order to build a suitable platform for mass entrepreneurship and innovation; Second, it is necessary to strengthen the training of high-quality talents through strengthening the reform of scientific research system in order to better enhance the practical ability of social development; Third, by cultivating the culture of innovation to stimulate the internal power, innovation can become the source of intrinsic value power; Finally, through effective institutional innovation to explore the

internal rules of most education, the university governance system can develop towards the direction of modernization.

6.2. Green Development

The connotative development of higher education and the reform of the ecological civilization system should be adapted to each other, and higher education should be more in line with the laws of actual education by practicing the concept of "green school". Only after increasing the publicity of the concept of higher education quality can a distinctive education quality culture be formed. In the process of implementing the "Higher Education Law", we need to continue to strengthen the construction of teacher ethics to better improve the teachers' own abilities, and to effectively teach students in accordance with their aptitude by grasping the motivation and needs of students for enrollment, and ultimately promote students' all-round development of morality, intelligence and physique [4].

6.3. Coordinated Development

Coordinated development is the inherent requirement for overall efficiency after a certain stage of social development. It is precisely because the development of higher education in China has entered a new stage, the improvement of internal quality and the optimization of structure are particularly important. Only on the basis of fair progress can we better plan the coordinated development of different regions.

Because of the differences in China's history, economy and environment, the distribution of knowledge resources is very unbalanced. In the new historical period, it is more important to establish a proper coordination mechanism to revitalize education and better perfect the internal hierarchy structure of higher education. Eventually, it is not only necessary to be able to pay attention to the changes in the number, students and gross enrollment rate of colleges and universities in different regions, but also to effectively improve the overall quality and efficiency.

6.4. Open Development

The connotation of higher education in China has been developing towards multi-polarization, economization and socialization. Therefore, under such a background, only by strengthening cooperation and exchanges with international talents can we better cultivate new talents with an international perspective and focus on the use of international human resources to participate in international competition. At present, the number of overseas students who have returned to China has increased significantly, reaching 443,000 in 2016, which is 3.2 times that of 2005.

Higher education is an open and complex system, and has a direct relationship with the external environment. Openness will directly lead to progress, while isolation will inevitably lead to backwardness. Therefore, we should learn from the successful experience of first-class universities through the use of a global perspective, and meanwhile we should not lose our own traditions and characteristics, and build a socialist education system with Chinese characteristics by persisting in rooting in China.

6.5. Shared Development

Sharing is actually the essential requirement of socialism with Chinese characteristics. Therefore, China's higher education must also adhere to the people-centered approach, and take the realization, maintenance and development of the interests of the broad masses of people as the starting point and end point, actively respond to the people's diversified and multi-level characteristics of higher education, let more people share the results, and ultimately better win the support and recognition of the people by improving the overall national quality.

In the shared development of higher education, on the one hand, it is necessary to consider the diversification of stakeholders, and on the other hand, to devote more resources to the development of teachers, so as to finally add new vitality to the development of the new connotation of higher education on the basis of improving the efficiency of resource utilization. The reform of college entrance examination system can be promoted by perfecting the financial aid system for college students, and the guarantee mechanism of high quality higher education can be improved to make higher education play a greater role.

6.6. Improve Cultural Quality

The construction of quality culture actually involves more interest subjects and itself is a systematic project with many factors. From a macro point of view, therefore, national and provincial governments should be based on the analysis of the standard, organization, procedure associated with higher education, information and other aspects of information and then strengthen the construction of laws and regulations, and let the whole society to establish a strong sense of quality in order to finally establish a quality culture system with the participation of all parties. In addition, from a micro level, a sound approach can be established through the guidance of policies and systems, and attention should be paid to integrating the different concepts and values existing in higher education into the development of colleges and universities, so as to form a quality management system that can be recognized in the whole school, and finally form an atmosphere of full participation [5].

Additionally, it is precisely possible to form a suitable quality culture system according to the actual needs of running a school, and make it an inevitable choice for survival and development. Only if the concept of higher quality management is permeated into each work can the working system in the school be improved and the rights, responsibilities and standards of each quality management subject be better defined later.

7. CONCLUSION

To sum up, from the concept of connotative development, this paper focuses on analysis of the connotative development level in the process of monitoring and evaluation of specific function, so as to better implement the "innovative development", "green development", "coordinated development", "open development" and other important strategies in various aspects, hoping to better enable the connotation of higher education to play a practical role.

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