

An Analysis of the Development Process and Initiative of Pedagogy in China Since the Reform and Opening Up

Li Duo

Sports Department, Shaanxi Institute of International Trade&Commerce, Shaanxi, Xi'an, 712000, China

email: sinian.1225@163.com

Keywords: Higher Education, Discipline Construction, Higher Education Research

Abstract: Since 1978, China's higher education research has made remarkable achievements in personnel training, facility construction, theoretical construction and output. It not only focuses on the construction of the theoretical system of disciplines, but also emphasizes the strong practicality. It has walked out of a "Chinese road" to develop the field of higher education, and the "Chinese schools" of higher education research are gradually becoming mature. In the new era, the development of China's higher education field will further enhance the originality of higher education theory, improve the level of laws, increase the support for higher education reform, and enhance the scientificity and standardization. Promote the relevance of higher education research and the change of higher education research institutions, and strive to build a theoretical system of higher education with Chinese characteristics.

1. Introduction

The reform and opening up not only created a great miracle for China's economic and social development, but also promoted China's higher education research from "creating students" to "prosperity". China's higher education has made outstanding achievements in personnel training, facilities construction, theoretical construction and output. The large number of characteristic higher education research institutions, higher education research teams and the continuous flow of higher education theoretical research results have established China's position as a "large emerging higher education research country". "China's higher education research in accordance with law construction and problem research", two parallel and repeated development tracks [1], have come out of a development path different from the western higher education research, showing the temperament of "Chinese schools" in the world's higher education field. As a result of higher education research, reform and opening-up is an important achievement in Chinese philosophy and social science research. It is not only the progress of China's reform and the opening of ideas and theories to the front desk. The new era of socialism with Chinese characteristics is also a new stage in the development of higher education in China. At present, Chinese higher education researchers are facing the problem of how to focus on the new era. This is not only a profound summary of the beneficial experience of China's higher education research since the reform and opening up, but also a profound summary of the current difficulties and problems. We are keen to promote the reform and innovation of higher education research in China.

2. The Basic Experience of China's Higher Education Research Since the Reform and Opening Up

According to the characteristics of China and the political orientation of socialism, we should adhere to the people-oriented research policy. Please continue to meet social needs and gradually form a research atmosphere of "theory first"[2]. We should actively face practical problems and continue to deepen the basic theoretical research of higher education. The combination of a large number of research is not only an important reason for the remarkable achievements of higher education research in China since the reform and opening up, It is also the basic experience of

higher education research in China.

2.1. The Research Orientation of Chinese Social Socialism

Adhering to the correct political direction is not only the basic guarantee for the progress of China's education provided by the reform and opening up, but also a main line running through the research and development of China's higher education. In the past 40 years, most higher education theorists have been often remembered: the improvement of rich Chinese characteristics and socialist education theory have promoted the modernization of higher education. From the era of "national higher education" and "national higher education" and people's appeal, China's higher education researchers are facing major and urgent problems in the new era. The theory of higher education is an important part of building the theoretical system of socialism with Chinese characteristics[3]. Over the past 40 years, the national higher education researchers have made unremitting efforts to establish and improve the "theoretical system of socialist education with Chinese characteristics". It emphasizes that education is modern, world oriented and future oriented. "The decision of the Central Committee of the Communist Party of China on the reform of the educational system" (1985), "the outline of China's educational reform and development" (1993), etc. during this period, the "three" policies and important documents issued by the party and the state to the new era of China's higher education research are composed of four guides. Since then, after the 18th National Congress of communism, the Communist Party of China has gradually formed scientific debates such as "conspiracy theory", "Three Representations" and "concept of scientific development". The Party Central Committee with the Western Jin party as the center also put forward the theory of socialism with Chinese characteristics in the new era. These ideas and theories are the guiding concepts of China's economic and social development since the reform and opening up[4]. They are not only the scientific methodology of China's higher education, but also the research results. Most of the people in higher education research are guided by the above-mentioned scientific theories, and their hearts are released. In fact, if the truth is required from the deep practice, the results of China's higher education research in order to get the insistence on the field Take root. The 19th CPC National Conference clearly defined the historical orientation of socialism with Chinese characteristics in the new era, established the thought of socialism with Chinese characteristics in the new era of the Western calendar, and put forward the priorities for the development of education. In addition, for the basic project of China's national rejuvenation, we should consider building of strong education country. It marks that the development of higher education with Chinese characteristics has entered a new stage. In the new era, the research of higher education in our country must always follow the guidance of Marxist scientific theory, and further emphasize the main role of the educational thought of the West advancing Ping. Thinking about socialism with Chinese characteristics in the new era of the Western calendar has always been the subjective position and focus of people. As an important part of Chinese philosophy and social science research, higher education theoretical research should also respect people's subjective status, closely around people, and continue to make contributions to people's satisfactory education. Therefore, in the process of reform, opening-up and modernization, we should combine China's characteristics and constantly improve the socialist theoretical system[5]. Many higher education researchers should continue to enhance "Four Consciousness" and "confidence".

2.2. "Theory First" Establishes the Social Responsibility of Higher Education Research

Since the reform and opening up, the continuous leading group of the central government has been standing at the height of history and the times, according to the situation of China, socialism with Chinese characteristics, adhering to development, and according to the situation of China, putting forward a series of new expositions related to education, and gradually forming, improving the education theory with Chinese characteristics of "society with Chinese characteristics" Since the reform and opening up, the nature, work and development strategy of China's education have been clear. Besides, China's education has answered a series of important, directional, fundamental and strategic questions in the reform and development[6]. The formation of this theory and the innovation of education concept are inseparable from the foresight of the central leadership, the

hard work of education management at all levels and the inability of most teachers and education theorists [7]. At the 18th National Congress of the Communist Party of China, the strategic goal of the "outline of medium and long term education reform and development (2010-2020)" was defined as "basically realizing education modernization". The modernization of higher education requires the modernization of higher education. In order to achieve this goal, "theory first" is particularly important, "theory first" requires higher education researchers[8]. We should have the enthusiasm to participate in the reform of higher education and the ability to promote the development of higher education. We should have a comprehensive outlook and insight into the development trend of higher education in the world, correctly judge the situation and problems faced by China's higher education reform practice and understanding, and further enhance the ability of interpretation and guidance. The research of higher education looks forward to today, the Internet, big data, artificial intelligence and other new generation of information technology are changing with each passing day, bringing economic, social development, national rule and people's livelihood. In order to meet this challenge, universities and colleges must reform their training models[9]. It is difficult to train students' scientific spirit, innovative thinking, innovative ability and social responsibility in the whole process of education. Are higher education theorists facing reform. Is the new problem to strengthen learning ability? Research, reform and look forward to the methods of continuous improvement in the era of education? This is a major problem that must be seriously considered now.

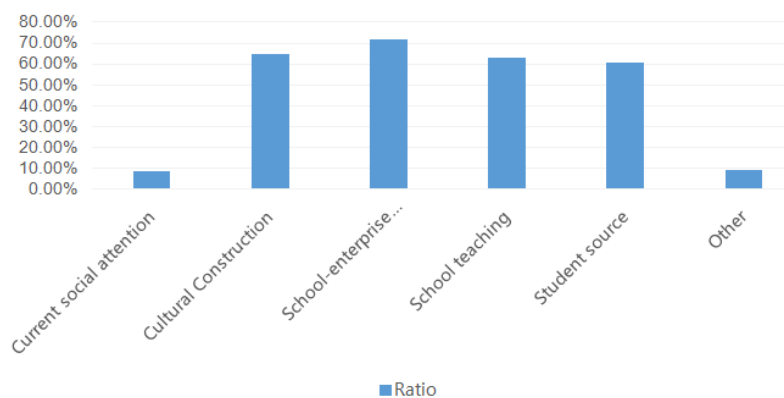


Figure 1 Histogram of the survey results

2.3. "Problem Study" and "law Theory" Two Wheel Drive

In Europe and America, the study of higher education is limited to the study of higher education, ignoring the construction of basic theory and law system, which is considered as a loose "field". In the field of higher education in China, efforts have been made to preliminarily combine "problem research" with "law theory". It not only emphasizes the applicability of higher education, but also focuses on the research of basic theory and law system. The "two wheel drive" mode of "problem research + subject theory" on the road of higher education law construction has formed the unique temperament of "Chinese School" in the field of higher education research.

3. Strive to Create a New Era of Higher Education Research in China

3.1. Promote the Discipline Construction of Higher Education with Modern Discipline Standards

In the new historical period, is it necessary to insist on the basic theoretical research and discipline construction research of higher education? At present, there is no consensus among higher education theorists on this issue. In response to the impact of subject evaluation on higher education as a secondary discipline, some scholars propose to include higher education as a primary discipline. But we also have to think about, if this call is difficult to achieve in a short time, where will higher education research go? It should be acknowledged that the idea of "discipline"

construction is not only the successful experience of higher education research in China, but also the important path to build the theoretical school of higher education with Chinese characteristics. "Problem research" and "discipline theory" can be compatible and mutually beneficial. To enhance the applicability and practicality of higher education research, we should not sacrifice or deny the discipline of higher education!

3.2. Promote the Transformation of "Think Tanks" of Higher Education Research Institutions in China Through Capacity Building

The capacity-building of higher education research in China is embodied in three aspects: first, it is necessary to further clarify the service objects of higher education research. The theoretical research results of higher education should provide services for governments at all levels to make scientific decisions, improve the level of university governance, promote the development of teachers and students, and improve the discipline construction of higher education. The second is to clarify the specific connotation of the construction of research capacity in higher education, to continuously improve the ability of higher education researchers to discover, screen, research and solve problems in accordance with the general requirements of the construction of philosophy and social sciences with Chinese characteristics; to excavate new materials, find new problems, put forward new ideas and build new theories in the practice of higher education reform, and to strengthen the research on China. The research and interpretation of the new ideas, new ideas and new strategies of the socialist higher education with characteristics can extract the new theory of learning rationality and generalize the new practice with regularity. The third is to clarify the key areas of higher education research. It puts forward constructive solutions in such aspects as the construction of education and teaching system for students' learning and development, the reform of innovation and entrepreneurship education in Colleges and universities, the improvement of scientific and technological innovation ability in Colleges and universities, the construction of high-level professional teachers, the deep integration of information technology and education and teaching, and the expansion of international exchange and cooperation, so as to improve the relevance of higher education research in China.

4. Conclusion

At present, with the development of information technology in higher education, in order to improve the research level of higher education in China, the opportunity and technical conditions are ripe. The synthesis and systematic accumulation of various types of original materials and materials in universities cannot objectively reflect the development of higher education in China. However, we should improve the scientificity of China's higher education research and the effectiveness of policies and rules and regulations to improve China's higher education governance.

References

- [1] LIU Xiao-qiang,. (2017). Graduate School, Jiangxi Normal University. On Constructing Higher Education as the First-level Discipline. *Journal of Higher Education*.
- [2] HU Zhi-fang. (2017). On Ethical Dimensions of Legal Education. *Journal of Higher Education Research*.
- [3] Liu Q. (2018). Reflections on the methodology of multidisciplinary research in higher education from the perspective of complexity thinking.
- [4] Kate le Roux, Dale L. Taylor, Bruce Kloot,. (2019). Research on higher education: a perspective on the relations between Higher Education Studies and Discipline-Based Education Research. *Teaching in Higher Education*, no. 8, pp. 1-15.
- [5] CHENG, MWT, LEE, KKW, Chan, CKY. (2018). Generic Skills Development in Discipline-Specific Courses in Higher Education: A Systematic Literature Review. *Curriculum and Teaching*.

- [6] Edwin. (2018). Religion and higher education in Europe and North America, edited by Kristin Aune and Jacqueline Stevenson, Routledge (Research Into Higher Education Series), Abingdon, 2017, ISBN: 9781138652941, vol. 46, no. 1, pp. 1-2.
- [7] Joyce West. (2017). Incidental Vocabulary Acquisition as Student Performance Determinant in Undergraduate Research Modules. *Journal of Education & Training Studies*, vol. 5, no. 10, pp. 177.
- [8] Dawn Z. Hodges. (2019). Guide rather than discipline employees. *Disability Compliance for Higher Education*, vol. 25, no. 2, pp. 8-8.
- [9] Barton G, Billett S. (2017). Personal Epistemologies and Disciplinarity in the Workplace: Implications for International Students in Higher Education.