

Study on the Development Logic and Reform Path of Higher Education from the Perspective of Uncertainty

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Abstract: The reform of higher education has entered the Deep-Water Area. The past tinkering cannot meet talent training need in contemporary society, which original institutional profit and late development advantage of subjects is decreasing day by day. In particular, the education competition behind the scientific and technological competition between China and USA, which is triggered by USA, has more alarming significance. Simply learning from western higher education proves that it will go into a dead end. Higher education should have the courage to lead China's development across the "No Man's Zone" in future. Basing on common cognition in the whole society, and facing the urgency of higher education reform, we should strive to promote "four returning", realize the return of teacher subject and student standard, bring the education reform into the track of legal construction and realize the real "separation of government and school", and give full play to the independence of colleges and universities, which is also the unity of methodology and epistemology of higher education reform.

1. Introduction

From a global perspective, China's higher education has surpassed the development achievements of Western countries for hundreds of years in just a few decades, which is actually the education version of "Amazing, My Country", and this is also the key to "China's Smart Manufacturing" overtaking on curves. With the transformation and upgrading of the economy, society, and industrial structure, the transformation and adjustment of old and new driving forces, and the achievement of high-quality growth, the adaptability of education urgently needs to be followed up, and even a "quiet revolution" is coming to adapt to the various needs of talent in today's society. Especially with the rise of 5G, the Internet, big data, AI, cloud computing, biotechnology, and aerospace intelligent manufacturing, the intensification of technological competition among countries has become the biggest obstacle for China to overcome various "bottleneck" technological challenges, especially in the face of increasing uncertainty factors such as technological lockdowns and industrial "decoupling and disconnection" from Western countries. A great discussion and unity of educational ideas are needed to promote the efficiency of talent cultivation and sustainable development of education, truly shoulder the responsibility of cultivating qualified talents for China in the 21st century, and dispel the deep concerns of "global education innovation competition has begun, education is constantly shifting gears and speeds, and even changing channels and tracks, where are we?" This is not only a developmental proposition, It is

also a Survivability proposition.

2. Logical Explanation: Why the Past Higher Education Reform was Successful

The re-examination and reinterpretation of education and its reform have special significance and value, which can provide experience and ideological guidance for those engaged in education and those willing to contribute to the development of education. Is the significance and goals of education still being upheld, and is it necessary to change lanes, shift gears, and accelerate? Is the original path dependency still applicable? The value of universities is no longer reflected in being tied to a profession or a passport to the job market, but rather providing diverse imagination and possibilities for individual development. Like the tremendous achievements of economic development, the past education reform has achieved such great success not only due to the efforts and development of education itself, but also because China's education reform has borrowed a large number of excellent Western education reform experiences and theoretical achievements. Through the combination of "going out" and "inviting in", it has bridged the bridge of communication between China and the West in education, resulting in incredibly brilliant results of education development. The unique advantages of China's own hierarchical and differential education field provide multi-level and multi field education practice and reform lessons and samples for the continuous correction and reflection of education reform. In addition, the huge demographic dividend of education has played an additive effect for the education reform to achieve "overtaking at the curve". To some extent, the success of higher education reform is the result of a combination of multiple factors, ranging from top-level design to collective action, from organizational security to educational return.

2.1. Top-level Design

The education reform after the reform and opening up is different from various educational practices in the first 30 years after the founding of the People's Republic of China. The core point lies in the return of "endpoint fairness" to "starting point fairness", which provides a prerequisite for the realization of "human beings are the highest essence of human beings" in the education "rights justice" system. The superiority of socialism is reflected in the field of education, which lies in presenting a top-down picture of education reform at every critical juncture of education development. Guided by the education policy, the Ministry of Education leads and collaborates with relevant ministries to organize a nationwide discussion on education development, clarifying the direction, goals, principles, positioning, technical means, path dependence, and institutional guarantee of education reform, Unified thinking. The Outline of National Medium and Long term Education Reform and Development implemented at the beginning of 2010 has provided a good epistemology and methodological basis for the forward-looking education industry, personalized development of students, narrowing the gap between urban and rural digital education, boosting private education and developing smart education. Subsequently, the action of equalization of urban and rural education, evaluation of undergraduate education and evaluation of undergraduate teaching level have followed one after another, which has indeed played a good promoting role in the improvement and balanced development of education. In 2017, the Ministry of Education issued several opinions on deepening the reform of streamlining administration, delegating powers, delegating management, and optimizing services in the field of higher education. Specific provisions were made on the deep-seated problems that troubled universities in terms of discipline construction, professional development, teaching teams, professional title evaluation, salary distribution, expense reimbursement, graduation theses, and other aspects of running and researching universities, in order to loosen the constraints on universities and reduce the burden on

teachers. The upcoming release of "China Education Modernization 2035" in 2019 may have an immeasurable impact on China's education in the next 10 and 20 years, and its positive transmission value will have a profound and profound impact on China's future talent structure, competition structure, economic and social structure, governance structure, and the co-creation structure of the "common body of human destiny". It will also determine how China will cultivate talent what role does international competitive strategy play as a "leader" and change the role of a follower in the past.

2.2. Collective Action

Originating from a hierarchical education management system, whether it is a period of specialized education under authoritarian politics or a period of combining professional and non-academic education under cautious democracy, it is bound with incentives such as interests, topics, and job levels through professional titles and other methods to construct a two-dimensional "research teaching" and a diversified administrative management system of "government universities society" oriented by interests in universities. It provides a good organizational foundation for the implementation of various systems and outlines of education reform. From a practical perspective, various educational inspections and evaluations between sports and institutionalization, regardless of their effectiveness, do have a great impact on the entire university and teachers, with full and full participation, demonstrating good execution ability. The theory of collective action emphasizes the consistency of collective action, which is mutually inclusive in the pursuit of interests, and presupposes the psychological assumption of "willing to gamble but willing to lose", which can to some extent achieve the maximization of common interests. As a highly centralized government with the typical characteristics of "paternalism", the Chinese government has mastered the largest amount of educational resources and mobilization organizational capacity, and has produced widespread educational expectations and knowledge recognition in society by formulating educational selection policies that meet the needs of the nation for talent training and an incentive mechanism of "preference and choice". It can be said that in an era when a country needs to gather strength to consolidate a certain social system choice or achieve a common national vision, the dominant outlook on life and mainstream values will converge at a certain time and space node in the name of the future. [1] The importance of collective and concerted action emphasized by the state has been elevated to a shared sense of knowledge among the entire society.

2.3. Organizational Support

Scholars have pointed out from a philosophical perspective that "higher education justice is a moral concept related to the construction of higher education. Its theme is whether the various systems and practices of higher education conform to justice, and whether the values of higher education and the character and behavior of personnel express the requirements of justice. [2] Higher education, as a quasi public product with competitive and exclusive attributes, belongs to a fundamental right of the public. In fact, since the establishment of the People's Republic of China, the concept of "education for the people, and all education for the people" has been consistent. Education reform contains three value propositions or path dependencies: expansion, increment, and right justice. The first two basically meet the legitimacy requirements of education development through the expansion of enrollment from vocational schools to universities and graduate education. Under the guidance of the people's educational ideology with a clear understanding of the laws of educational development and the efforts of all parties, the monopoly of educational rights has been gradually broken down, "educational justice" has been constructed, and the channel for talent advancement has been opened up. In the theory of deserved justice, the reason why the deserving

person deserves it is entirely due to the special ownership relationship of good goods to the deserving person, whether good goods are rights, honors, positions, or wealth. [3] Here, the acquisition of political or material good goods not only depends on effective institutional arrangements, but also on efficient organizational protection and execution. Due to the fact that "education should serve the needs of socialist modernization construction" and even the extreme point of "all cultural and educational undertakings must adapt to the needs of war" in the past, the issue of "why" education highlights the ideological orientation of education. But it is precisely the ideological transformation that provides strong organizational guarantees for higher education reform, because "ideology guides us to interpret the world in certain ways while constructing our subjectivity", and mainstream ideology "also strives to promote the aesthetic value of its culture, because they are the guarantee of ideological superiority". [4] Obviously, aesthetic values contain the legitimate values pursued by the nation, such as the establishment of Confucius Institutes, the return of traditional cultural education, and ideological and political classrooms. From the perspective of the reform process, the government built on the basis of the government system has always played the role of a catfish in the reform of higher education. Faced with the difficulties of corruption, de administration, education poverty alleviation, and rule of law governance in universities, the government system is the only socialist factor and organizational guarantee that has the ability and willingness to restrain excessive administration and top leadership in universities.

2.4. The Return of Education

Political theorist Rawls believes that a just social system should improve or prioritize the situation of the most disadvantaged members at the bottom of society through various institutional arrangements, narrow the gap between them and others, and promote the openness of education. The Ministry of Education's "Notice on Doing a Good Job in Recruiting Students from Rural and Poverty stricken Areas in Key Universities in 2018" clearly requires universities in various regions to "increase policy preferences for students from poverty-stricken families, and those who meet the requirements for university enrollment will be given priority admission under the same conditions. Although it is just another textual regulation on the balanced development of education, it undoubtedly shows the vigilance of the government towards the imbalance of education and its potential harm to marginalized groups in education, and places it on the priority of solving it in the education development system. It highlights the justice of education and the rational governance of the government. In fact, many policies introduced in recent years have been correcting educational biases, "reducing noise" for education and teachers, and warning whether universities are also filled with "calculated egoists" when cultivating sophisticated self-interest students.

3. Large Education Experimental Ground: Uncertainty and Complexity Risks Faced by Higher Education Reform

Luman's book "The Society of Society" provides a profound and insightful exposition of complexity, believing that complexity is the possibility of various elements being connected. Obviously, the extremely large scale of Chinese society has exacerbated this complexity, and with the increasing awakening of individual rights awareness, it has transformed into an endless pursuit of sustained wealth acquisition and material enjoyment in the economy. Political discourse power, private property anxiety, anxiety about the "starting line" of education, and dissatisfaction with the uneven allocation of educational resources and intergenerational transmission of employment channels have led to class solidification, It will transform China from a "super large and complex society" to a "super large risk society". [5] As a result, with the continuous refinement of professionalization in university education and the narrowing of career choices caused by

technological development, the social groups separated by "education level and mastery of educational resources" have become increasingly fragmented. It is almost impossible to have a bird's-eye view of Chinese education. It must be noted that the achievements of the past forty years of higher education reform have been achieved in the face of multiple uncertainties and complexities. Setting aside this background, it is meaningless to study higher education reform and achieve the four regressions.

3.1. Seeking Consistency has Become Increasingly Difficult

In 1984, Japanese writer Masahiro Yamazaki described the "cherry meatball" style with the following words: The vibrant and pursuing Japanese society of the 1970s: "The state is no longer an interesting existence for its citizens-an existence that stimulates daily life and motivates individuals. It is no longer a combat group that acts to achieve its goals, but has transformed into a daily technology group that upholds countless small issues and seeks fine-tuning during the process. [6] In other words, the state is no longer a place of worship, but a pragmatic world. After decades of rapid growth, China has also entered the stage of pursuing a "better life" development. Especially in Western society, the Internet and its applications, which have played a powerful media role, have greatly promoted the reinterpretation of Chinese society, permeating into various fields such as technology, humanities, nature, and social sciences, enveloping every individual. The greatest benefit of this kind of coercion to individuals lies in "empowerment", blurring various boundaries of social development, even the boundaries between men and women. With the individual's "strength" (reflected in wealth creation ability, learning ability, and social space expansion ability, etc.), the normative constraints that were originally attached to the individual with the traditional rural atmosphere have been dispelled. The individual is "constantly moving towards self-actualization", and thus "becoming more and more individuals' for rational calculation and self-decision-making", which is also the result of jungle competition. [5] From the perspective of game theory and collective action theory, four basic conditions must be met for a reform to move forward in a rational way:

(1) The existence of a large number of homogeneous groups has a beautiful consensus assumption for higher education reform and believes that higher education reform can enhance everyone's welfare and form the Pareto improvement effect. Correspondingly, the more homogeneous the group, the less complex it becomes, thereby reducing the resistance to reform and enabling smooth progress;

(2) There is a "result masking" effect under insufficient information. Before the emergence of new media, due to the difficulty of national communication networks, suggestions and dissatisfaction about higher education reform among individuals are mutually blocked, or there is a huge space for "black box" manipulation. The government can even artificially "check" without worrying about the pressure of social opinion, and more importantly, this advantage, We can use the public's conformity and ostrich mentality to make people believe that higher education reform can bring a good result, that is, a "beautiful imagination". From the perspective of risk aversion preferences, the more people believe that it will bring good results, the easier it is for them to reach consensus on reform;

(3) The psychological implications of the progressive reform sample under the existence of the mob effect are that through selective promotion of the reform sample, especially when the individual's "ability" is particularly weak, they identify themselves as powerless to resist government reform decisions, and obedience becomes the optimal option. Then, through artificial differentiation by the higher education reform department, a positive incentive mechanism is established to ensure that the reform is passed in a "silent agreement" manner;

(4) With government credit endorsement, as a typical country with strong government and weak society, the significance of the government for the survival and development of individuals is self-evident. "Believing in the government" has become a consensus sentiment among the public, making it easy to cast a vote of trust. However, in the context of society increasingly shifting from a solid state to a liquid state and accelerating its transition to a free state, the separation of the public becomes more difficult and complex, and the occasional occurrence of the government's Tacitus effect, it is clearly difficult to seek consistency in higher education reform, especially because "due to the separation of time and space and the existence of distance, non-present communicators have the opportunity to calmly reflect, and various possibilities of doubt and rejection are greatly strengthened", And the ability and means of rejection are also more abundant [5].

3.2. The Paradigm of Educational Development under the "He Shan" Model

Often, when people mention Chinese education, it is a model of exam oriented education, or the Chinese model of education. In my opinion, this is a misunderstanding of Chinese education. Since modern times, China, which has suffered humiliation, has never lacked the courage to learn from the "advanced". From Western countries such as Japan, Germany, and the United States to the Soviet Union, from sending public students to study abroad to introducing a complete education system, it has been constantly shifting, hoping to cure ignorance and poverty among 40000 people, boost the quality of its citizens through the revitalization of education, and thus achieve national prosperity and strength. Even now, the concept definition and path selection of quality education and exam oriented education are still troubling Chinese society. In fact, whether it is the "Chinese Model Theory" or the "Universal Model Theory", from the perspective of actual development paths, China has no model of education. Through various references, the attitude of "students" looking up to the "others" has never been far away from theory to practice. Otherwise, it is difficult to explain the current craze for studying abroad, which is eagerly pursuing the "education of others". At present, some scholars advocate that the Chinese model of education or the model of educational reform is actually harmful. Firstly, it should be recognized that the small successes of past education reforms are not the result of China's education reform and innovation, but rather the result of the "disciplinary advantage" formed by actively introducing advanced educational achievements from abroad. They are not the internal development of endogeneity and autonomy, but the external and embedded extension development. With the increasing demand for talent cultivation and highlighting the shortcomings of innovation, development is difficult to sustain. Secondly, the so-called model theory will only mislead the public and make education more dependent on government power and education policies, leading to the reverse elimination of innovation demand and stagnation of education; To the outside world, it misleads the world, causing unnecessary suspicion and suppression in Western society, establishing "China as a frightening anomaly from a Western perspective", and creating an unfriendly environment for academic exchange and cooperation. As Hayek said, "Although facts themselves never tell us what is right, misinterpretation of facts can potentially change the facts and the environment we live in. When you see a person running fast but missing an arm, if you conclude from this that missing an arm is the reason for their fast running, you will naturally call on others to cut off an arm, Education can no longer be pushed forward by the government like in the past, and education reform requires the participation of multiple subjects and a major reshuffle and reconstruction of educational ideas, using the four principles to return to the original and clear source.

3.3. Imbalanced and Insufficient Educational Structure

The "poverty in education" and "polarization between universities" caused by differentiated

economic development levels and central preference for resource allocation will persist for a long time, further narrowing the space for adjusting the previous "one size fits all" policy. At present, from the central level's strategy of the rise of the central region, the development of the western region, the revitalization of Northeast China, and the poverty alleviation of revolutionary old areas, to the gradient transfer strategy of central and western provinces to undertake the relatively low-end labor-intensive and technology-intensive industries in coastal open areas, all cannot do without the entry of talents and industrial workers. Although many provinces and cities have spent a lot of energy, capital, and various preferential policies in recent years to attract the return of talents and industrial workers, their effectiveness is limited due to financial constraints. Extending to the field of higher education, the phenomenon of "peacocks flying southeast" in universities in the central and western regions is still prominent. The quiet decline of Lanzhou University is in stark contrast to the rapid rise of Suzhou University, and even Suzhou University has a reputation as a "talent excavator for universities". This contrastive development highlights the difficulties and difficulties of higher education in underdeveloped regions. Taking Jiangxi as an example, a hidden but very eye-catching "Ring Jiangxi" double first-class university group has been formed. Regarding this, taking the construction of the Double First Class as a reference, some universities and majors face difficult choices of going or staying. Choosing majors based on the primary reference indicators of enrollment rate and employment rate will indeed eliminate some majors with more or more water courses, but it is easy to overlook the long-term nature of the majors. It is difficult for some majors to demonstrate the advantages of professional education and the problem of poor employment in the short term. On the contrary, with the needs of economic and social development and industrial competition, the advantages of professional disciplines are reflected. This simplified or one size fits all indicator evaluation standard may lead to the reverse elimination of majors, which is unfavorable for discipline construction. Zhao Ji, the president of Northeastern University, believes that "we cannot enter the stage of popularization and elitism in our thinking; we cannot talk about diversity and think about homogenization in our hearts; we cannot use a ruler, a standard, or a dimension to run all universities. The structure of higher education should shift from a 'pyramid' to a 'Five Finger Mountain', encouraging more universities to have their own characteristics and develop towards diversity and differentiation. [7] If local colleges and universities positioned as "high-level and application-oriented" operate in this way of thinking, without policy bias, there will be no majors to run, because compared to 985 and 211 universities, no major has advantages, and even comparative advantages are lacking. Higher education will become a solo performance of famous schools.

4. Deenchantment and Reenchantment: Building a Community with a Shared Future for the Development of Higher Education

In the face of the complex and ever-changing uncertainty environment that has not been seen in a century, especially in the context of many Western countries' oppressive restrictions on the "going out" and "backdoor education" strategies, higher education also needs a "internal cycle" driven innovation that abandons illusions and moves inward, which is also a fundamental measure for China to overcome future challenges. As Ren Zhengfei, the founder of Huawei, once said, "The foundation of China's dream of revitalizing the country for a century lies in education, and the foundation of education lies in teachers. Education should aim for the future, and the future society is an intelligent society, not a society centered on ordinary labor force, and cannot be controlled without culture." Here, we should uphold the requirements of the "four returns", solidly promote education reform, promote phased progress, and persist in long-term development, from epistemology to methodology, we should give full play to the organizational advantages of "unification", form a consensus of "recognition", and build a community of shared future for

high-quality higher education.

4.1. A Need for a Great Liberation of Educational Thinking

"Only when people with ideas are in agreement with each other can reason prevail, and only when kind-hearted people are in agreement with each other can goodness prevail." [8] Mr. Huang Ji pointed out that "in the past, he used to like to make education a compilation of educational policies and laws, but it was not based on educational science and laws. On the contrary, it became the starting point and basis of educational science research, and even its entire content. "It cannot be said that it is not the sadness of education. In the end, educational ideology is opposed to utilitarian ideology, and higher education has its own development laws, which clarify four questions: (1) Who is education for? (2) How is knowledge generated? (3) Who is providing knowledge and its production? (4) How is knowledge transformed and feasible? It is necessary not to unilaterally understand various educational policies, let alone rigidly implement them. We should dare to formulate systems that are in line with the development of the university based on its own actual situation. This is also the basic element that universities should possess as "economic people". Herbert believed that "humanity constantly educates itself through its own ideological framework. If many aspects within this ideological framework are loosely connected, then its role as a whole is weak." It can also "generate unprofitable disputes and unknowingly endow rough desires to maintain its power." Reflecting reality, it is true that in recent years, higher education reform has taken many detours and detours, Related to various unnecessary disputes caused by the lack of ideological liberation in the academic community, these disputes have affected the correctness of government policies, leading to the introduction of various neutral and compromise policies, which cannot provide new development ideas, constantly packaging outdated educational ideas with new rhetoric, and also stagnating in front of old problems, making it difficult for policies to play their due role.

4.2. Give Space for Educational Development and Concretize the four Regressions

The essence of the four regressions is to involve the various subjects of education development to "put the gods back in place", which is different from the dwarfing of higher education into exam oriented education, and cultivating students' basic humanistic literacy, natural scientific literacy, family and country feelings and international vision; Different from the previous emphasis on "teaching" over "education" in education, it cultivates a new pattern of proactive education that fosters students' self-planning and deep learning; Different from the past, education emphasizes the importance of "management" over "management", emphasizing the need to follow the educational laws and concepts of education itself to cultivate and shape people; Different from dividing education into family education, incorporating talent cultivation into the fundamental project of the country's future core competitiveness to create a new paradigm of modern higher education; Different from alienating higher education as a threshold education for the workplace, connecting talent cultivation with teacher development and the destiny of the country, and making every student a person with dreams. Engel believes that "society is created and imagined by humans, and rather than being an expression of natural order, it is more like an artificial product." Universities, as the social organizations with the deepest human traces and cultural imprints, often emphasize the role of order, and stable order provides the most basic "ontological sense of security" for educational development and political indoctrination. To some extent, this order comes at the cost of depriving education and teachers of their right to speak. Many times, it is a reproduction of "education is politics". Under the influence of national politics, it is almost impossible for higher education to "collude "or" co pollute" with politics. Of course, no education researcher would

naively believe that universities are an outsider from the perspective of "fatal arrogance". Especially for China's higher education, which is built on the "run system", it is often difficult to distinguish between the policies and the government's policies. The adhesion between education and politics has always been the mainstream value choice for university development. Just as Marx emphasized political autonomy, Engel proposed to "break established interests" and reshape the ability to deny, emphasizing our freedom to resist, reconstruct, and re imagine the society we exist in. The development of higher education should have its own independent thinking and space to digest the shortcomings of education under political cohesion. We need to transcend structural frameworks and make them more open to revision, thereby narrowing the gap between structure and convention, revolution and incremental improvement, and social movements and institutionalization. This will enable education to "stand firmly on a small piece of land in the vast ocean" of government frameworks. [9] Therefore, the government, as a "visible hand", should try to shrink back and retreat as much as possible, and cannot monopolize the governance affairs that universities can independently complete, let alone act on behalf of others. Of course, more importantly, universities themselves should have the motivation to reform and innovate, and be able to find the best path to achieve the organic unity of educational goals and methods from the vast human thinking. On the basis of respecting the laws of education, they should construct a vibrant, local or professional education experience and value "knowledge pedigree", laying the foundation for the knowledge framework of common sense education.

Here, we can learn from the experience of the development of Japanese universities. Japanese higher education, which was born out of the Confucian educational tradition, was also inseparable from politics and schools for a long time. The government's obsession with the management power of public universities was unbearable, and the bureaucratic management system led to the stagnation and lack of vitality of national universities, directly slowing down the development of the entire society. Therefore, starting from April 1, 2004, the independent administrative legal person reform of national universities was completed in just one year. With the independence of national universities and higher education intermediary organizations from the government, Japan quickly formed a diversified co governance pattern, promoting the rapid and moderate development of education. In recent years, various disciplines in Japan have received Nobel laureates or nominations every year, indicating that its effectiveness is not average. Unfortunately, although the "Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020)" issued by China in July 2010 proposed to "promote the separation of government and school, management and office", a year has passed and the separation of government and school is still not making much progress.

The interests of the government and universities sometimes overlap and sometimes deviate. Without separation, higher education will find it difficult to break free from various government constraints and lack autonomy. Therefore, under the premise of insufficient motivation for local governments to standardize the relationship between government and school through the rule of law, the central government or the Ministry of Education can empower the construction of rule of law in universities, and promote the construction of dispute resolution mechanisms, incentive mechanisms, and compensation mechanisms for diverse subjects in universities. Otherwise, if multiple dispute resolution mechanisms are not established in a timely manner, disputes between various stakeholders inside and outside the university will hinder the development of the university for a long time, or fall into a long-term state of confrontation, dispel the trust mechanism within the university, and make the failure of university governance a normal situation, which is clearly detrimental to the development of the university.

4.3. Reduce the Burden on Teachers

Loosen the constraints on teachers and return the time and energy they have occupied and squeezed back to them, allowing them to return to the classroom normally. Here, it is necessary to sort out policies and various institutional texts, and indeed "speak" and "stand in line" for teachers in institutional construction, allowing professionals to do professional things. Teachers cannot be used as "all-around players", such as class teachers, conducting scientific research, managing students, leading graduation theses, providing practical guidance, contacting impoverished students, undertaking main course teaching tasks, organizing horizontal projects, and applying for various levels and types of projects for "breakthroughs", this is a combat posture, not the free teaching and research posture that universities should have. Academic pursuit is not a competitive competition, but a result of time accumulation and the ability to think freely. Teachers "can make significant contributions to independently carry out scientific and technological development and solve major theoretical and practical problems in socialist modernization construction". Professor Mo Zhihong from Beijing University of Technology mentioned with deep understanding that in terms of education, "Deng Gong was at that time. Even if he were alive now, he could not truly understand the internal logic of the problem itself. After all, he was not specialized in ideological research and could not have a systematic theory...Deng Xiaoping's foresight and intelligence were that he did know what he didn't know, so he let go, Government authorities should dare to delegate power. How the government does what it should do at the level of rules, shaping the systemic outcomes of market competition without interfering with the spontaneous operation of the market. This is also a test of the government's governance ability.

"Through the application of scientific methods to the depth of prudence in personnel laws, a large number of beneficial things have been done: alleviating human suffering, avoiding or preventing injustice, revealing ignorance; dogma refuted, prejudice and superstition successfully mocked by the public. People increasingly believe that seeking help from doctrine, ignorance, and authority to prove the rationality of arbitrary behavior all implies selfish interests or rational laziness or foolishness, the numerous excuses of ignorance and boredom have been proven to be false." [10] The government should play the role of the "invisible hand" and build a more humane, competitive, rather than exclusive institutional environment. Professional titles and funding are the two things that universities and teachers are most concerned about. We will increase regular funding to 60% or more, reduce the proportion of competitive funding, and on the basis of highlighting basic and critical funding guarantees, narrow the funding gap between schools, and promote the "blooming of a hundred flowers" style of joint development in universities; The evaluation of professional titles should highlight the guidance of teaching and research, and limit various bonus points to avoid being alienated into the "Tang monk meat" of a few people under the premise of insufficient optimization of the "administrative priority" system for award and evaluation.

5. Conclusion

In summary, in the current context of facing many external uncertainties and domestic economic transformation and upgrading, the transformation of old and new driving forces, structural optimization and adjustment, and the urgent demand for talent in the intelligent transformation of society, the urgency of higher education reform and development is self-evident. But this sense of urgency is not about rushing to achieve immediate success in education, but about maintaining a long-term strategic focus that requires resilience education. To clarify the direction, formulate forward-looking education plans and policies that meet national needs and are oriented towards future development, form an effective supply of systems and policies, and increase the cultivation of basic scientific research talents and practical and applied "dual ability" talents; We should keep

our eyes inward and not just focus on certain so-called "advanced" or "how about foreign countries". We should promote a trend of investigation, listen to grassroots voices more, and not engage in closed door decision-making or sports based radical education. Otherwise, policies will always remain focused on tinkering and lack continuity and stability, which is the biggest harm to higher education. We should respect the professionalism of education, not just in terms of document policies, nor should education be reduced to a subsidiary of the government. We should clarify the boundary between the government and education, scientifically determine the role and scope of the leadership in higher education, clarify the connotation and extension of education, and leverage the joint efforts of the government, society, and market. We should respect the laws of education, not simply talk about slogan based leapfrog development, but develop an inclusive education, where the selection of majors and the quality of talents are not based on utilitarian educational choices. There is no end to higher education reform, especially in countries with a super large economy like China, where the required talents must rely on their own cultivation. There are no other paths, let alone shortcuts. Only sustained reform and innovation, coupled with continuous efforts from generation to generation, can solve the talent anxiety of the whole society.

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