

# Difficulties and Countermeasures of Educational Economy and Management Discipline Development

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**Keywords:** Educational Economy, Management, Interdisciplinary Subjects, Predicament

**Abstract:** Educational economy and management is a combination of educational disciplines, economic disciplines and management disciplines. In china's educational development, educational economy and management disciplines have achieved great results. The discipline of educational economy and management in our country develops rapidly, but the lack of normative research paradigm, unscientific curriculum structure and system, and lack of discipline research talents seriously hinder its further development. In order to meet the practical needs of china's rapid social and economic development, the discipline of educational economy and management emerged as the times require, but its development still faces many practical difficulties in practice. Throughout the development of science and technology, there is a shadow of interdisciplinary behind innovative talents and scientific research achievements. How to get out of the dilemma of educational economy and management and cultivate professional talents that meet the needs of the society are the problems that need to be considered deeply by the academic community. Based on this, combined with the current situation of education economy and management, this paper analyzes and studies the difficulties in the development process, in order to make a reasonable response in time.

## 1. Introduction

The discipline of education economics and management is a relatively comprehensive discipline. It is characterized by the application of both economics and management theory in the process of education management [1]. Since the reform and opening up, along with economic growth, the optimal allocation of educational resources and the fairness of the education system have relied on a solid theoretical foundation. The disciplines of education economy and management have received more attention and have gradually become important disciplines in the field of public management [2]. Today, when promoting the construction of socialism with chinese characteristics, education must be based on its own country, learn advanced foreign theories and practices, and strengthen international exchanges. Educational economy and management is a new interdisciplinary discipline formed by integrating multiple disciplines such as pedagogy, economics, and management. Its biggest feature is to fully use the principles of economics and management to promote the educational management process [3]. At the same time that the number of masters of education economics and management has increased rapidly, the development of this discipline is also facing problems such as insufficient internal motivation for discipline development, insufficient institutionalization of disciplines, and difficulty in structural employment [4]. In the future social development, knowledge will play an increasingly important role as a factor of production. Education has undoubtedly become the backbone. Although the current development of educational economy and management discipline is in line with the current needs of our society, we still face great challenges to its further development [5].

In order to meet the practical needs of china's rapid social and economic development, the discipline of educational economy and management emerged as the times require, but its development still faces many practical difficulties in practice [6]. At the present stage, the internal motivation for the initiation of education and management discipline is seriously insufficient, and its discipline status is not independent and institutionalized enough. It is facing a very serious structural employment problem [7]. Compared with other science and engineering interdisciplinary subjects, liberal arts interdisciplinary subjects will not achieve too many significant results, but it

plays a decisive role in the cultivation of compound talents. Looking at the development process of science and technology, there is a shadow of cross-discipline behind innovative talents and scientific research achievements. Cross-discipline has become an indispensable link in scientific and technological innovation [8]. How to get out of the dilemma of educational economy and management discipline and cultivate professional talents that meet the needs of the society are issues that need in-depth consideration by the academic community. Although the emergence of the discipline of educational economy and management meets the needs of china's economic and social development, its development is still in its infancy and is facing many practical difficulties [9]. Based on the current situation of educational economy and management discipline, this paper analyzes and studies the difficulties in its development process so as to make timely and reasonable responses and contribute to the development of the discipline.

## **2. Current Situation of Educational Economy and Management Discipline**

After nearly 30 years of development, the educational economy and management discipline in our country has been expanding in scale and improving in academic level. However, in the process of development, problems such as lack of motivation for discipline development, unreasonable curriculum system setting, lack of flexibility in teaching, shortage of professional research talents and difficulty in employment are also exposed. The unclear attribution of the discipline results in that the discipline cannot get effective support and help and the development of the discipline is restricted. Although the subject of educational economy and management has tried to introduce western thoughts and methods of educational economy and management in its development process, due to its short development period, it has not yet formed a theoretical system and research method with its own characteristics. With the development of economy and the progress of science and technology, the society requires more and more innovative talents. Interdisciplinary has become the most important part of talent training. However, due to the rigid system, interdisciplinary has not been properly placed [10]. Only with the scientific paradigm can research be better, which is an essential element for all disciplines to want to develop. Disciplines are mainly based on education economics and education management, and their disciplines should also be three disciplines: economics, management, and pedagogy. Due to the unclear vision of the development of different disciplines and the unclear plans for establishing colleges and universities, the issue of the ownership of the disciplines of education economics and management has not been properly addressed.

At present, most universities in china use a unified syllabus for management in education courses. The current education economy and management are under the category of management science. This method of setting is relatively blind. It does not pay attention to the laws of its own development, which is incorrect. Although some colleges and universities use methods such as group learning and topical discussion research to assist teaching, the results are still not ideal. In the traditional teaching process, students mainly listen to teachers and take notes, and the teaching method is not proactive [11]. Under normal circumstances, the development of disciplines must achieve the simultaneous participation of a large number of researchers, exerting synergy. Therefore, in the process of discipline development, people occupy the main position, and other factors must be expressed with the help of people as the main body. At present, in the research of educational economy and management, the lack of professional researchers is an urgent problem. The newly added research and teaching personnel can only be transferred from other majors, which is temporary and random and affects their sustainable development. In the research of educational economy and management, the shortage of professional researchers is a relatively urgent problem. For example, if the subject of educational economy and management is classified under the department of management, the main content of the course is economic management courses, such as management, western economics, strategic management, human resource management, etc.

### **3. Countermeasures for the Development of Educational Economy and Management Discipline**

#### **3.1 Building a Perfect Curriculum System**

As a developing subject, educational economy and management should have a high-quality professional research team. In most colleges and universities of our country, the teacher resources of this major are not fully satisfied. Many teachers of this major are appointed by teachers of related majors such as pedagogy, educational management, public management or public economy, which to a certain extent leads to the confusion of research direction and the lack of professional characteristics, which is not conducive to the cultivation of research talents. A discipline is not only influenced by its superior discipline, neighboring disciplines and social environment, but also its own strength determines its position and importance within a university to a certain extent. Whether graduates have difficulty in finding jobs reflects to some extent the degree of development of the discipline. For colleges and universities with a deep foundation in the discipline of educational economy and management, abundant teachers and abundant resources for running schools, this discipline must be at the top of a pyramid of discipline development in colleges and universities [12]. At present, the grass-roots administrative posts in colleges and universities are approaching saturation, teaching posts require doctors to be qualified to enter, competition pressure from enterprises and institutions is increasing day by day, the subject advantages of educational economy and management are not obvious, and the employment situation is grim.

#### **3.2 To Cultivate a High-Quality Research Team**

In order to break through the shackles restricting the development of educational economy and management, it is urgent to establish national standards. In the teaching of education economy and management, not only the traditional basic teaching, but also the interdisciplinary way should be used, including philosophy, economics, management, politics, social culture and so on. We should improve the management system of teachers in the discipline of education economy and management, implement multiple criteria for selection and appointment of tutors, refine the types and division of work of teachers in the discipline of education economy and management, and establish a strict evaluation system for teachers in the discipline. Teachers are the main force in teaching, responsible for the teaching and research of the course. Professional teachers need to be able to master the relationship and content of pedagogy, economics and management, and be good at combining them so that students can understand them more simply [13]. The construction of quality courses that pay attention to actual effect and scientific research in this discipline are mutually promoting and developing. Experts, scholars and professors who are well-known and of high level in the discipline can teach students more, for example, by means of lectures and lectures, so as to enrich students' knowledge reserve and make their thinking clearer.

#### **3.3 Enrich Teaching Forms and Methods**

The discipline of educational economy and management is of great strategic significance and is basically only studied at the postgraduate level. In order to achieve long-term and stable development of education economy and management specialty, it is necessary to rebuild a reasonable and standardized discipline research paradigm, which is also the core issue of the discipline's future development. The curriculum of educational economy and management specialty must be based on its training objectives, fully combined with the characteristics of the discipline, and scientifically and reasonably set up the curriculum. Since most postgraduate students majoring in education economics and management are engaged in university management after graduation, it is particularly important to cultivate their working ability. According to the characteristics of disciplines, their own development goals, combined with the national program, colleges and universities set up distinctive training goals for their educational economy and management majors, and build a scientific and reasonable curriculum system. In education, we should combine the characteristics of students, join in practical teaching, so that they can better use the knowledge they

have learned and improve their comprehensive ability. In terms of policy or financial resources, teachers of this discipline are encouraged and supported to independently or cooperatively compile teaching reference materials and ingenious teaching case materials of education economy and management discipline, so as to meet the teaching needs of distinctive courses, and frequently carry out research and evaluation of teaching materials.

#### 4. Conclusion

The development of the discipline of educational economy and management should be based on the present and look forward to the future. Education departments and colleges and universities should attach importance to the development of this discipline and the cultivation of professional talents, so that this discipline can move forward and innovate continuously. Interdisciplinary subjects are formed by the organic combination of multiple disciplines. Therefore, it is reasonable to adopt multidisciplinary research methods in research methods. In today's multi-disciplinary development, relying solely on the unique research methods of various disciplines not only cannot systematically solve theoretical problems, but also wastes costs and has low efficiency. Although the development of the discipline of education economics and management has achieved certain results, we still need to be unsatisfied with the status quo and focus on sustainable development in the future to fully reflect the advantages of the discipline. We need to take advantage of the discipline to comprehensively improve the comprehensive quality of subject teachers and students, so that they always occupy an advantage in relatively stimulating social competition, boldly innovate and actively explore. In the process of solving problems in the future, disciplines should focus on internal and external integration, combine their own advantages and external support, increase the introduction and training of talents, and provide continuous fresh blood for the development of the discipline.

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