

Human Resource Development in the Knowledge Based Economic Role of Higher Education Institutions in China

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Abstract: More and more people regard knowledge economy as a new socio-economic form after industrial economy, and understand problems in essence. The most important or primary feature of knowledge economy is talent economy. The possession and function of talents first depend on higher education. Therefore, the knowledge revolution must depend on the higher education revolution. The fundamental way of the higher education revolution is that developers must give priority to development. The development of higher education in China is based on the improvement of teachers' quality, which is the requirement of knowledge revolution for talent training.

Keywords: Knowledge economy; Higher Education; Personnel

1. Introduction

Recently, the concept of "knowledge economy" has attracted extensive attention in the economic circles of science, technology, education and youth in China. As a social and economic era in which human beings take the possession, allocation, production, distribution and consumption of knowledge resources as the most important factors, higher education plays an important role. In the development of higher education, vigorously developing human resources in Colleges and universities is the first and most fundamental measure. In implementing the strategy of rejuvenating the country through science and education, China must correctly and lose no time in developing human resources in Colleges and universities, so as to promote China's knowledge revolution and realize the knowledge economy in China as soon as possible.

2. Problems in knowledge economy in Colleges and universities in China

2.1 The minimum qualification of full-time teachers is low and their educational background is not high

Our full-time teachers include 18.7% of teaching assistants and undertake a considerable teaching workload. In developed countries, teaching assistants are usually not officially included in the teacher series because they are not allowed to attend classes. In 1993, 73.5% of teachers below lecturer in Colleges and universities had not studied courses above bachelor's degree; Among the full-time teachers newly assigned to colleges and universities in that year, 64.4% graduated from undergraduate courses (according to higher education research, issue 1, 1998)^[1]. In developed countries, university teachers usually have a master's degree, and those with senior professional titles usually have a doctorate. Some countries, such as Germany, also require a degree in pedagogy.

2.2 Conceptual lag

Although great changes have taken place since the reform and opening up, as colleges and universities are the most serious area ruled by the planned economy and the last touched by the reform, the idea of relying on teachers in Colleges and universities is still very solid, there is a lack of the idea that colleges and universities and College Teachers are the main body of running schools, they do not closely combine personal development with the development of colleges and universities and the needs of society, and are used to closing doors for education and scientific research, Only focus on the country and ask for funds^[2]. The lag of this concept is an important reason why many professional students are not suitable for the job requirements of employers, and the research results can not be quickly transformed into productivity.

2.3 The efficiency of knowledge innovation and technological innovation is not high

According to statistics, in 1996, the total number of people engaged in research and development and the total number of enterprises engaged in research and development ranked among the top four in the world, while the international competitiveness of China's scientific research and patent indicators ranked 32nd and 21th in the world respectively^[3]. Since 1994, China's international competitiveness of science and technology has declined for three consecutive years. This is the only indicator of continuous decline in China's international competitiveness, falling from the third place in 1994 to the 28th place (see "knowledge economy and opportunities and challenges facing China" in China Science Daily on February 18, 1998). The low efficiency of knowledge innovation and technological innovation is directly or indirectly related to colleges and universities or college teachers.

3. The role of human resources development in the knowledge economy of colleges and universities in China

3.1 The construction of all aspects of the school must be matched and proportional, and the investment in the construction of teachers should be placed in its due position

The construction of the school is inseparable from "three materials (talents) and one management", that is, talents, teaching materials and equipment. However, when it comes to real investment, it is easy to put the investment in talent training and talent recruitment in a secondary position. Mr. Mei Yiqi, the old president of Tsinghua University, said: a university is not a building, but a master. Without first-class teachers, no matter how big the school building is and how many students there are, it can not be called a first-class university. Both countries and schools should put the construction of teachers first^[4]. Be willing to spend money on this. Although the financial resources of colleges and universities are tight at present, with the expansion of enrollment scale and the further improvement of teacher-student ratio, the per capita funds of teachers will continue to be improved. It should be possible to solve this problem.

3.2 The State shall stipulate the basic contents of teacher development

Higher education itself has many levels. Different educational levels have different requirements for teachers, and the state should make provisions on their requirements. On the other hand, for the cultivation of teachers, whether it is higher degree education or short-term training, we should pay attention to the education of teachers' comprehensive knowledge and the cultivation of teachers' comprehensive quality while updating their knowledge. In particular, the training of future teachers should carry out general education, so that future teachers can master professional knowledge and have profound cultural literacy, and can no longer copy the disadvantages of the traditional education system on talent training. The state should also have unified provisions in this regard.

3.3 The management of college teachers should be revitalized

Running water is not rotten, Hushu is not stupid. The appointment of college teachers should face the society and the world. Talents should be allowed to change posts or take appropriate part-time jobs in scientific research, management, development and teaching. Through the combination of government, industry, University and research, teachers should be given the opportunity to engage in practical exercise in the society^[5]. Inter school joint employment of excellent teachers among schools should be encouraged. Current teachers who do not adapt to teaching posts must also be laid off. At the same time, we should standardize the teacher market order, which can realize the rational allocation of teacher resources without sacrificing the interests of a certain subject.

4. Conclusion

The ninth five year plan and the medium - and long-term long-term long-term plan formulated by the state have determined to shift China's economic development from extensive expansion of reproduction to intensive expansion of reproduction. Similarly, China's higher education must also be transferred to the track of intensive development, that is, the development of China's higher education depends on the improvement of teachers' quality. This is not only the requirement of the current stage of China's higher education development, but also the requirement of the knowledge revolution for talent training. As long as we adopt correct development strategies and policies, China's higher education will be able to undertake the mission entrusted by history in the process of basically realizing modernization (including realizing knowledge economy) in the middle of the 21st century.

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