

The National Character of Higher Education Development

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Abstract: National character is the most distinctive character of Marxism. Marxist theory is the fundamental guiding ideology of China's construction and development. The development of all aspects of China embodies the core essence of Marxism. A flourishing education prospers the country, while good education makes a country stronger. Higher education is an important symbol of a country's development level and potential. Education depends on people, and at the same time, it is for the people. The national character of higher education development is mainly reflected in three aspects: education fairness, people-oriented, and serving the people. At present, higher education is still facing challenges, such as unfair education and the neglect of human needs. How to promote the development of higher education is worth pondering about, especially when it involves public opinion. Only by achieving educational equality, putting people first, teaching students in accordance with their aptitude, carrying out scientific evaluation, and promoting talent feedback can higher education bring more satisfaction to the people.

Keywords: Higher education; Development; National character

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1. Introduction

Education depends on people, and it is for the people. The national character of higher education is mainly reflected in three aspects: education fairness, people-oriented, and serving the people. At present, education injustice and the neglect of human needs are still prominent. How to promote the development of higher education is worth thinking deeply about. Only by adhering to educational equity, education without class, people-oriented education, teaching in accordance with students' aptitude, scientific evaluation, as well as talent feedback can we reflect the national character of higher education to a great extent and carry through the higher education that people are satisfied with ^[1].

National interest and social public interest are the fundamental purpose of developing higher education, and public character should be the intrinsic property and basic characteristic of higher education ^[2]. At present, with the development of higher education in China, many families have achieved the zero breakthrough of college students, and thousands of families are able to escape poverty as well as live a better life as a result of their children's education; the phrase that "the country develops science and education, while science and education strengthen the country ^[3]" can be realized.

2. Overview of national character

2.1. Concept of national character

National character is one of the essential characteristics of Marxism. Marx and Engels have repeatedly

brought up the concept of national character. In 1839, in his “Notes on the Philosophy of Epicurus,” Marx mentioned, “The supremacy of these philosophers is similar to that of the statues of the gods of Olympus [4].” In April 1842, Marx wrote, “Living among the people grows a sincere sympathy for all their hopes and worries, love and hate, joy and pain [5].” Marx maintained his belief that free newspapers should have national character, stating, “The national character of free newspapers (as you know, even artists do not use watercolor to paint huge historical works) reflects the people’s spirit with unique historical personality – all for vassal level debate is inappropriate [6].” On behalf of the people’s spirit, on October 25, 1851, Marx wrote to Engels, “Most people have since united, so Maine may disclose a huge secret in the New York State newspaper: now we have discovered the meaning of the German future movement, which is the principle of national character [7].”

2.2. Development of national character in the field of higher education

The Chinese Premier mentioned in an article, “We should adhere to the core requirements of putting people first, give full consideration to the expectations of the people, take promoting fairness in education and meeting the people’s growing multi-level and diversified educational needs as the focus of the plan, as well as take promoting the all-round development of people and running education to the satisfaction of the people as the foothold of the plan [8].” Education should “make every child a useful talent in the society [9].” The state attaches great importance to the development of higher education. In the report at the 19th National Congress of the Communist Party of China, it is stated that improving the financial aid system for students permits the majority of new urban and rural workers to receive more high school education and higher education [10].”

3. The national character of higher education development

The national character of higher education development is mainly reflected in three aspects: educational equity, people-oriented, and serving the people. Educational equity is primarily based on three dimensions: early resource allocation, implementation of educational process, and educational result evaluation.

3.1. Equal access to education

Educational equity includes fairness in the early stage, middle stage, and later stage of higher education. It mainly analyzes from three aspects: early resource allocation, implementation of education process, and evaluation of educational results. In the early stage of higher education, educational equity is reflected in resource allocation. The allocation of total social resources to education is not well-balanced. The allocation of educational resources across schools at all levels is unbalanced. The allocation of educational resources in various regions is lopsided, as are higher education resources in areas with unbalanced economic growth, as well as higher education resources in backward and developed areas. In the middle stage of higher education, educational equity is reflected in the process of education. Confucius, a famous educator in ancient China, put forward the concept of “education without distinction,” which refers to that people can receive education regardless of their social strata, and at the same time, narrow the difference between people through education. On the one hand, individual variances are reflected in the variety of people’s own skills; on the other hand, disparities in people’s families exist. Even with non-modifiable hereditary conditions, the society gives people the same educational opportunities, provides the same quality of educational resources, and reduces differential treatment from the outside, thus reflecting the fairness of education. In the later stage of higher education, educational equity is reflected in the scientific and reasonable evaluation of educational results. First, the evaluation of higher education results is biased. This is attributable to the fact that people inevitably have certain subjectivity, and they are the subject of evaluation. Therefore, with increasing number of people participating in the evaluation of educational

results, the bias reduces. Second, a single measure of educational outcomes by a single standard is used. At present, there are still many deficiencies in the evaluation of higher education, such as only using paper, professional title, academic background, and awards. Third, the evaluation is a mere formality. The feedback evaluation of higher education results has not been emphasized, and the evaluators are perfunctory in the evaluation process, which makes the evaluation a mere formality.

3.2. People-oriented

People-oriented stands for people-centered, which involves listening to the voice of the people and responding, as well as protecting the needs and interests of the people. Higher education is people-oriented^[11], which only advocates that people are the fundamental purpose of higher education, answering the question of why we need higher education and higher education “for whom,” but also the fundamental driving force of higher education, responding to the inquest of how to educate and “who to rely on.” Higher education is primarily focused on the needs of students, the appeal of the educational process, and the pursuit of educational outcomes.

First of all, higher education is people-oriented and reflected in the demand for educational resources; that is, teachers will provide what students need in the process of learning. The supply of various resources in higher education should be fully guaranteed. It is important to show humanistic solicitude to the educatee. Secondly, the people-oriented nature of higher education is reflected in the demands of the educational process, which means that different students have different demands for the teaching process.

3.3. Serving the people

Serving the people means that both the original intention and the ultimate goal of higher education are to serve the people. The goal of talent training in higher education is in line with the needs of social development, and it also corresponds to the situation of people themselves. The talents trained in higher education ultimately serve the construction of the human society. On the one hand, higher education should be practical to prevent the separation of higher education from the practice of human social construction. The founder of the People’s Republic of China has always advocated the Marxist style of combining theory with practice and applying what had been learned into practice. Practice has proven that only theory can be combined with practice, and only practice can be well used. On the other hand, the effect of higher education should promote the development and construction of the human society. The leader of the country has pointed out, “To build a great modern socialist country in an all-round way, we need to train a large number of philosophers, social scientists, intellectuals, and artists^[12].”

4. Providing higher education that satisfies people

4.1. Promoting educational equality and teaching without class

In the preparatory stage of education, it is necessary to strengthen the balanced distribution of educational resources, and expand the entirety of educational resources of the society, so that every part can have more^[13]. It is also important to tilt educational resources to the west, rural areas, remote areas, minority nationality regions, and poor islands, make up for the shortcomings of higher education resources in economically backward areas, as well as promote and recruit outstanding young teachers to work in economically backward areas.

In the process of education, it may be beneficial to adhere to teaching without class. Selecting talents in a fair and open manner is important, in which everyone should be given the same opportunity. In the process of higher education, students are treated equally and respected individually. People cannot do without morality as the foundation of education lies in having a good moral character. This is the dialectics of talent training^[14].

In educational evaluation, it is crucial to establish a scientific and reasonable evaluation system. First, the establishment of a two-way education results evaluation system. The two-way evaluation of educational results by both educators and educatee can help better quantify the efficacy of higher education and promote the improvement of the teaching process. Second, the establishment of a comprehensive system of higher education results evaluation system. A comprehensive criterion should be established for talents in addition to assuming achievements, professional titles, and academic qualifications as the evaluation criteria. For example, a comprehensive evaluation scale on moral, intellectual, physical, aesthetic, and labor can be established. Third, the regular and fixed-point centralized evaluation work. In real life settings, education result evaluation via email, telephone, and other ways is often a mere formality. Respondents do not pay enough attention or have enough time to concentrate on the completion. It should be completed at a fixed time, so that the collection results are more reliable. Evaluation is the key to guaranteeing the quality of education and performing social feedback ^[15].

4.2. Putting people first and teaching students in accordance with their aptitude

4.2.1. Allocating higher education resources reasonably

According to different economic conditions in the region, the state has macro-control over the teachers, equipment, and investment. In terms of formulating policies, it is necessary to give preference to economically underdeveloped areas to meet the needs of people in different areas for education. Individuals' legitimate demands are met by higher education, allowing them to maximize their learning ardor and consciousness. They should actively reflect their own needs for educational resources and make full use of their college resources in order to avoid wasting them ^[16].

4.2.2. Tailoring higher education to students' aptitude

In the specific teaching process of higher education, on the one hand, teaching objectives, teaching content, and teaching methods should be in line with the actual situation of students; the teaching objectives should not be unreachable, the teaching content should not be too challenging, and the teaching methods should not be too exclusive, in order to better analyze students' learning situation. On the other hand, educators should pay close attention to the individual differences of the educatee, timely adjust the teaching process, and try their best to meet individual demands.

4.2.3. Encouraging people to achieve all-round development and building a better world through higher education

The results of higher education should be portrayed in a favorable light. On the one hand, higher education preaches and clarifies doubts to help individuals achieve all-round development in terms of moral, intellectual, physical, aesthetic, and labor growth, as well as to protect people's rights to education and to satisfy their desire to become people oriented. On the other hand, the achievement of national development is shared by all people, so the ultimate goal of higher education is also to serve people.

4.3. Education depends on people and serves people

Higher education depends on people. The subject and object of education are both people. Higher education is the education for a specific group of people, and it is also implemented by a specific group of people; hence, people are the heart of higher education. We should always maintain close ties with people, and education should be centered on people ^[17]. Higher education should have goals set on reality and specific people. Both the educators and the educatee are equally important. It is important not to overlook anyone and lose the initiative and enthusiasm of educators. Good educational results can only be achieved if both sides are respected.

Education is the foundation of national planning and people's livelihood; it carries the yearning of tens of millions of families for a better life. It is imperative to solve the urgent, worrying, and desired educational problems of the people ^[18]. Personally, higher education is a process of making people become better by learning excellent scientific and cultural knowledge, thus meeting the needs of personal development. It was pointed out by the leader that people are essentially cultural people, not "materialized" people; dynamic and comprehensive people, rather than rigid and "one-way" people" ^[19]. In terms of groups, higher education provides excellent talents for the society, and the achievements of the construction of human society are shared by the people. The early aspiration of educators is to ensure the quality of education. As long as every educator takes responsibility, education will definitely advance ^[20].

Disclosure statement

The author declares no conflict of interest.

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