

A Way to Solve the Crisis of Higher Education from the Perspective of Professional Personnel Training

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Abstract: The crisis of higher pedagogy has been a concern of the academic circle for a long time, among which scholars are generally worried about the institutional crisis of the discipline, in which judgment is not entirely based on facts. The deep crisis of the discipline shows the lack of internal academic character and the need to improve external function. Starting from the facts, some scholars have a clear understanding of the development direction of the discipline, which can help them make a basic judgment. At the same time, the key is to cultivate professional talents to reach the discipline consensus and effectively preserve the discipline's strength. From the perspective of professional personnel training, this paper discusses the proposal of relevant theories, analyzes the existing problems of higher education, and puts forward strategies to solve the crisis of higher education, aiming at giving full play to the effectiveness of the discipline and laying a talent foundation for the sustainable development of the discipline.

Keywords: Training of professional talents; Higher education; Crisis cracking

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1. Introduction

Higher education is a special discipline. Through the efforts of several generations of educators, higher education has acquired a legitimate identity. After a period of development, it has gradually formed an international special discipline system, which is conducive to the rational allocation of resources^[1]. Although higher pedagogy has been debated by disciplines and research fields, scholars' research has not yet promoted the construction of disciplines. Based on the background of strong education, the status and value of higher education have been continuously enhanced, and it has become the core of the education system. The country needs to strengthen expectations for higher education and bring greater pressure to the development of this discipline. In the current era, the development of higher education is facing shocks and challenges. To deal with this problem, the government needs to pay attention to solving the crisis of higher education and significantly

improve the quality of education ^[2].

2. Put forward the theory of professional personnel training

From the actual situation, the academic circle has carried out a series of discussions to solve the crisis of higher education. First, the construction of a theoretical system. Among them, Tianxiang Xue, Maoyuan Pan, and others wrote Higher Pedagogy. Although different scholars have different starting points, they all discuss the content of theoretical construction. Second, explore the relevant research objects. In the current era, the academic circle mainly analyzes the objects of higher education and puts forward various viewpoints, such as the law of higher education, undergraduate education, and so on, but the academic circle gradually forms a consensus according to the objects of research. Third, attach importance to the analysis of research methods. In the article “Higher Education Research from Multi-Disciplinary Perspective”, scholar Maoyuan Pan puts forward specific arguments to clarify the characteristics of higher pedagogy, that is, the characteristics of multi-disciplines. Through his arguments, he can provide references for the integration of research paradigms of multiple disciplines and point out the direction for the development of related research. Fourth, give full play to the role of higher pedagogy. In the study of higher education, the research mark refers to Xianjun Liu’s integration into the research paradigm of colleges and universities according to the American experience and actively carrying out relevant research activities to provide assistance for the colleges themselves, promote the development of higher education, and innovate the form of service to improve the service effect.

The proposal of relevant theories shows that some higher education scholars have a clear cognition of the development direction of the discipline. To effectively implement relevant research, the academic consensus reached by the academic community is indispensable. Discipline activities can cultivate a large number of reserve talents with firm faith and high professional accomplishment, which can guarantee the stable and healthy development of the discipline. The above academic research shows that the proposition of professional personnel training is put forward ^[3-4].

3. The problems of higher education

In the current era, the practical explanatory power of higher pedagogy has declined, which is not only unable to answer and explain the new phenomenon in the field of practice but also difficult to answer and explain the special phenomenon in the field of practice ^[5]. Today’s higher education activities, no matter their concept or practice, have emerged many phenomena beyond the traditional concerns of higher education, such as student-oriented, innovation and entrepreneurship education, profit and non-profit, and so on. The emergence of new concepts and things has broken the traditional cognition of higher education. In higher education, one of the tasks is to deepen the understanding of higher education issues with the help of basic theories of education and carry out research on basic theories to guide higher education. Higher pedagogy is a kind of theoretical system, and its theoretical value is manifested in answering new questions promptly and gradually forming new theories. Through the practice of higher education, it is not difficult to find that under the background of the elite era, the problems encountered by higher education are diversified, and the problems of higher education in market economy countries are different from those in planned economy countries. In addition, with the rapid development of higher education, there are still special phenomena of practice that cannot be explained. Taking the popularization theory proposed by Martin Tur as a case, the theory originally belonged to the description

of the phenomenon of the scale expansion of Western higher education, and it was promoted in the country without revision, which not only contradicts the original intention of the proposer but also does not accord with the reality of the country, so many problems have appeared ^[6].

4. The strategy of the crisis of higher education from the perspective of professional training

4.1. Establish discipline beliefs and cultivate the cultural identity

Strengthening students' discipline beliefs and identity has become a key element to restructure discipline culture and promote discipline development ^[7]. Under the background of the current times, spiritual and academic problems have appeared in the research of higher education disciplines. The emergence of these problems has seriously hindered the sustainable development of higher education. To get rid of the discipline dilemma, to a large extent, comes from whether the postgraduate group firmly believes in the discipline and maintains a high sense of discipline mission, to better carry out discipline construction. Only academics have a strong interest in the discipline, to actively explore scientific research and make more contributions. Among them, there are still many problems to be explored for higher education, such as people's opinions lack consistency and there is still a variety of censure, so if students lack cognition, the actual effect is poor and their future achievements are relatively limited.

Traditional preaching and indoctrination are not feasible to strengthen the discipline belief. The teacher's guidance should be strengthened to increase the students' discipline identification. On the one hand, teachers need to help students learn the theory, history, and other contents of higher education disciplines, such as encouraging students to read Higher Education, Maoyuan Pan's Oral History of Education, and other relevant works, to help students understand the development of higher education, clarify its historical context, find the existing crisis, to enhance the sense of mission and crisis of the discipline. In addition, students can also feel the discipline development activities of Maoyuan Pan and other scholars, understand their difficult positions, and strengthen students' belief in discipline with the help of exemplary education. On the other hand, teachers can choose appropriate teaching methods, such as theoretical exposition, deep communication, and practical experience, to deepen students' understanding of the complexity and openness of higher education and comprehensively understand the explanatory and guiding power of higher education research. In addition, according to students' subject background and personal interests, teachers need to help them break the discipline threshold as soon as possible and adjust their career goals and research directions reasonably ^[8]. The implementation of the above activities can improve the loyalty of teachers and students to higher education disciplines, create a common culture of disciplines, and promote the development of higher education disciplines.

4.2. Break the shackles of disciplines and promote the development of education

In higher education disciplines, to help students form research positions, it is necessary to pay attention to the establishment of discipline beliefs and lay a solid knowledge foundation ^[9]. Take the position basis as a reference to break the restriction of discipline barriers and help students integrate different discipline horizons.

First, it is necessary to cultivate interdisciplinary vision and solve complex problems in higher education as the goal of talent training. Based on the interdisciplinary characteristics of higher education itself, it is necessary to solve theoretical problems or practical problems according to the complex and diversified practical problems

of higher education. It is urgent to have a group of high-quality talents with an interdisciplinary vision that can effectively combine multi-disciplinary knowledge. In this regard, all personnel training units need to give full play to the advantages of multi-disciplinary students, pay attention to the introduction of interdisciplinary vision, and design reasonable personnel training goals ^[10].

Second, carry out interdisciplinary talents joint training activities to ensure the organization of activities ^[11]. Although the current academic community has reached a consensus on interdisciplinary training, compared with the traditional discipline system, interdisciplinary training is a new concept, that still needs the support of organizational mechanisms and a research atmosphere, and at the same time, targeted adjustment. On the one hand, the personnel training unit should take the national strategy of interdisciplinary personnel training as the basis, and according to the actual research situation of the unit, effectively unite with the college, and strengthen the relevant personnel training activities. On the other hand, the personnel training unit can encourage teachers and students from different colleges to integrate into higher education research links under the carrier of projects and topics, to create a good environment for postgraduate students to carry out interdisciplinary activities ^[12].

Third, emphasis should be placed on interdisciplinary courses to expand the space for curriculum creation. All personnel training units should pay attention to students, encourage them to analyze disciplinary backgrounds and research interests, and actively carry out study practice involving interdisciplinary courses. However, according to the monographs of scholars such as Burton Clark and Pan Mao-yuan, the subject types should include psychology, history, sociology, and so on, which should be integrated into the interdisciplinary field of study. In the above process, the focus of attention is to break the discipline barriers, provide development support for higher education disciplines, and effectively coordinate various disciplines according to the characteristics of teaching integration, to solve the problems in higher education ^[13].

4.3. Optimize practical experience and improve the quality of education

From the essence level, China's higher pedagogy belongs to the applied discipline, which has had rich practical elements since its birth. Whether it can show its practical function is the necessary proof of the legitimacy of the discipline ^[14]. In this regard, in the training of professional talents, no matter what kind of research activities are carried out, it is necessary to face up to the contradictions existing in the practice of higher education, to provide new horizons, ideas, and strategies for macro decision-making and teacher and student development. However, except for the EDD with 5 years or more work experience in the past, most postgraduates have insufficient experience in college practice from school gate to school gate, and their research often lacks reference value, which makes higher education face the dilemma of insufficient problem-solving ability. Therefore, in the personnel training activities, it is necessary to attach importance to the development of practical experience, effectively improve students' ability to combine theory with practice, and reasonably deal with complex affairs in colleges and universities, which can be started from the following perspectives.

On the one hand, curriculum construction and teaching reform activities need to have obvious practical characteristics. For the construction activities of practical courses, colleges need to actively carry out practical teaching with the help of good higher education courses, such as college management activities, college strategy and planning, and other related courses. From the perspective of teaching methods, the selection of specific course contents should pay attention to the reform and development of higher education, pay attention to the authenticity of performance, and effectively integrate the theory and practice of higher education with the help of representative and typical cases, to effectively improve the education effect. For example, Hongcai

Wang's research showed the significance of long-term curriculum reform activities, sorted out the situation of universities and students, identified the confusion of students, solved practical problems in time, and actively selected relevant cases, such as higher education research courses, conducted in-depth analysis on the scholarship system combined with its cases. Encourage students to use appropriate research methods to carry out in-depth exchanges on practical problems, and to put forward targeted opinions. In the above process, the principles to be followed in the selection of cases can be clearly defined. It is not only necessary to understand the real cases of higher education disciplines, but also to constantly adjust the practical courses according to the disciplinary background and personal experience.

On the other hand, emphasis should be placed on the optimization of specialized practice links. In the practice teaching activities, it is necessary to reflect on the experience of higher education, understand the talent training activities, and actively carry out the implementation of teaching, scientific research, social, and other practical activities. In this process, teaching and research practice can mainly provide students with a variety of choices, such as acting as a teaching assistant, participating in academic conferences, and so on, to help students deeply understand the theories, knowledge, and methods of higher education in practice. The development of social practice can strengthen the ties between different departments of colleges and universities, actively build partners, stimulate students' enthusiasm for participation, and carry out in-depth analysis and exchange activities with the help of deep experience and practical problems. At the same time, students can accumulate practical experience and significantly improve the effectiveness of research. In the practice of higher education, the key issues that need to be paid attention to are the supervision and effect evaluation of professional teachers, as well as the understanding of the personnel of various departments, and the effective implementation of practice guidance and consultation activities, to significantly improve the effectiveness of practice^[15].

5. Concluding remarks

To sum up, with the development of higher education, its disciplinary attributes and mature characteristics become more and more prominent. It belongs to one of the disciplines with strong application and is a highly interdisciplinary field, but it is affected by technology. In this regard, to promote the maturity of higher education, it needs to be given more time and support. Since the emergence of higher education, it has been the core topic. The maturity of higher education mentioned in it needs to be explained, guided, and other activities to promote practice. From the perspective of professional personnel training, it is necessary to pay attention to the establishment of discipline belief, optimize practice experience, and perform other activities to promote the development of higher education.

Disclosure statement

The author declares no conflict of interest.

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