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Research on the Talent Cultivation Model of Private Universities from the Perspective of New-Quality Productivity

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Abstract: The emergence of new-quality productivity has assigned new tasks to talent cultivation in private universities. It requires private universities to seize the development opportunities of the new era, accelerate their own transformation, and meet the development needs of new-quality productivity. Against the backdrop of new-quality productivity, the talent cultivation model of private universities should be based on the trinity mechanism of education, technology, and talent. This mechanism requires measures such as implementing the educational concept of fostering morality and cultivating people, strengthening innovation-driven development, and promoting the in-depth integration of industry and education, so as to improve the quality and efficiency of talent cultivation in private universities and provide strong talent support for the development of new-quality productivity.

Keywords: New-quality productivity; Private universities; Talent cultivation

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1. Introduction

In September 2023, the General Secretary, during an inspection tour in Heilongjiang, first put forward the strategic requirement of "accelerating the formation of new quality productive forces." This represents an innovative development of the Marxist theory of productive forces and also profoundly reveals the stage-specific characteristics of contemporary economic and social development as well as its future evolutionary trends. The introduction of the concept of "new quality productive forces" has charted a new direction for China's economic restructuring and industrial innovation, while also providing concrete guidance for the advancement and deepening of Chinese-style modernization.

Driven by a new round of scientific and technological revolution and industrial transformation, all elements of productivity have achieved a systematic leap, thus giving rise to new-quality productivity. In this process, talent serves as both the intellectual support and the leading force. To accelerate the development of new-quality productivity, there is an urgent need to cultivate "new-quality talents" who can adapt to new

production tools and create new value. Vigorously cultivating innovative talents is not only the only way to build a strong education country but also the core path to drive the development of new-quality productivity.

2. Current situation analysis of the talent cultivation model in private universities

The core of new-quality productivity lies in the reorganization, optimization, and leap of basic elements such as laborers, means of labor, and objects of labor. The development of new-quality productivity requires the coordinated participation of new-type laborers, high-tech means of labor, and multi-dimensional objects of labor. This requires universities to play a leading role in cultivating "new-quality talents" that meet the needs of Chinese-style modernization. Private universities are an important part of China's higher education system. They shoulder the mission of building a strong education country and a strong talent country and bear the responsibility of cultivating high-quality laborers for Chinese-style modernization. Since the theory of new-quality productivity was put forward, "new-quality" enterprises have emerged continuously, and the social demand for talent skills has been constantly changing, which has had a great impact on the traditional school-running concepts and models of private universities. On the one hand, to adapt to the development of new-quality productivity, private universities need to accelerate the construction of a new talent cultivation model with innovation-driven as the core and serving society as their responsibility. On the other hand, the rise of new-quality productivity has promoted the close integration of education, technology, and talent, requiring private universities to shift from the traditional teaching mode to an industry-education integration teaching mode that is more suitable for the development of new-quality productivity [1]. In addition to the impact of new-quality productivity, the limitations of traditional productivity and the concept of performance-based management in universities also affect the talent cultivation model of private universities. Private universities face multiple challenges: backward educational concepts, homogenization of school-running models, disconnection between teaching methods and practical applications, and insufficient scientific research capabilities. Against the backdrop of new-quality productivity, private universities need to comprehensively and systematically transform their talent cultivation models towards a more intelligent, refined, and practical innovative education model. This requires private universities to actively use digital technology as a support tool to promote the intelligent reform of the talent cultivation model, the modern construction of the curriculum system, and the overall improvement of teachers' digital technology application capabilities.

3. Problems and analyses of the talent cultivation model in private universities from the perspective of new-quality productivity

Education, technology, and talent are the key elements of global economic growth, and the degree of innovation impetus release is directly related to the construction quality of new-quality productivity. Releasing innovation impetus requires cultivating high-quality talents, and education is an important way to achieve this goal. As an important member of the higher education system, private universities can use innovative teaching methods to cultivate a large number of high-quality talents, thus promoting the faster formation of new-quality productivity. Although private universities have achieved certain results in talent cultivation, they still face many challenges in supporting the high-quality development of new-quality productivity [2].

3.1. Lag in updating educational concepts

A new round of industrial and technological revolutions is reshaping the global economic landscape. Emerging technologies such as big data, cloud computing, and artificial intelligence have become the key forces driving the development of new-quality productivity. These technologies not only promote the formation of new-quality productivity but also make global scientific and technological innovation activities unprecedentedly active. In China, as the economic and social development enters a new stage, industrial transformation and upgrading have become the new normal, and the cultivation and development of new-quality productivity are the key forces driving this transformation [3]. At present, the education model of private universities, which mainly focuses on cultivating applied talents, can hardly meet the actual needs of the development of new-quality productivity. Although applied talents have outstanding operational skills, they lack scientific and technological innovation capabilities. The development of new-quality productivity, however, relies on scientific and technological innovation for guidance. Therefore, the existing model can hardly support its high-quality development. Based on this reality, the talent cultivation concept of private universities urgently needs to be updated. Against the backdrop of new-quality productivity, the lag in the educational concepts of private universities is mainly reflected in insufficient understanding of characteristics such as digitalization, greening, and blue-ocean development. This lag will lead to a mismatch between educational content and the needs of the new era, and further inability to effectively cultivate students' ability to adapt to future society. The update of educational concepts should cover three aspects: first, attach importance to the digital transformation of education, that is, use information technology to transform the teaching process, so as to improve efficiency and quality, promote fairness, and achieve educational modernization; second, integrate the concept of green development, focusing on cultivating students' awareness of environmental protection; third, expand the international perspective to enhance students' global competitiveness. Due to the lag in concept update, private universities are facing challenges in cultivating innovative talents, so there is an urgent need to reform educational concepts and practices [4].

3.2. Lack of cultivation of innovation ability

Facing international scientific and technological competition, China adheres to placing innovation at the core of modernization, takes innovation as the primary driving force, comprehensively promotes the innovation-driven development strategy, and systematically plans scientific and technological innovation work in order to build a strong scientific and technological country. New-quality productivity takes innovation as the core driving force, and its development has an inherent and strong demand for innovation. In terms of cultivating innovation ability, compared with public universities, private universities have obvious deficiencies in systematic planning and strategy implementation. First, there is a lack of a cultural mechanism within private universities that encourages innovation and tolerates failure. Students have many concerns when exploring new ideas, fearing blame or punishment for failure, which restricts the development of their innovative thinking. Second, due to limited resources, private universities have insufficient innovation practice opportunities and platforms, lacking infrastructure such as innovation laboratories and design studios. This not only hinders students from combining theoretical learning with practice but also affects the improvement of their innovation and practical skills. Based on the above situation, private universities urgently need to strengthen the cultivation of an innovation culture and increase innovation practice platforms and opportunities, so as to improve students' innovation and practical abilities and better meet the actual needs of the development of new-quality productivity [5].

3.3. Insufficient depth of industry-education integration

The original intention of industry-education integration is to promote the close combination between education and industry, so as to cultivate various types of technical talents who meet market demands. However, the current effectiveness and depth of industry-education integration have not met expectations, which objectively restricts the role that private universities can play in promoting the development of new-quality productivity. Most private universities have carried out school-enterprise cooperation, but the results are not obvious. The main reason is that the cooperation often remains on the surface, lacking in-depth project cooperation and students' practical opportunities. On the one hand, school-enterprise cooperation mostly focuses on internship and employment arrangements, ignoring the substantial improvement of students' professional knowledge and skills, as well as the matching degree between the learned skills and the real needs of enterprises. This short-sighted behavior restricts the development of cooperation towards a higher-quality and deeper-level direction. On the other hand, some enterprises participate in the cooperation not out of real needs but more out of considerations of social relations or policy preferences. Their enthusiasm and resources invested are relatively insufficient, which affects the breadth and depth of cooperation. In addition, due to the lack of a systematic training system, a single evaluation and assessment system, and a qualification certification mechanism, the structure of the master team in industry-education integration enterprises is not reasonable, which not only restricts the training quality of apprentices but also weakens the driving role that industry-education integration should have in cultivating high-quality skilled talents and promoting the development of new-quality productivity.

4. Reform and innovation strategies for the talent cultivation model in private universities from the perspective of new-quality productivity

Following the internal logic that universities support the development of new-quality productivity, universities need to base on their urgent needs, keep up with the frontiers of science and technology, reform the talent cultivation model, optimize resource allocation and factor flow, promote the deep integration of education, technology, and talent, and thus provide solid support for the development of new-quality productivity.

4.1. Fostering morality and cultivating newcomers of the times

While promoting the transformation of social forms, new-quality productivity also has a profound impact on the education system, triggering a systematic reconstruction in the fields of education, technology, and talent. Against this backdrop, private universities present several new characteristics and forms. Private universities should adhere to the fundamental task of fostering morality and strive to build an all-round education pattern that adapts to the digital age. The school needs to pay attention to personalized, diversified, and differentiated cultivation, guiding students to grasp, apply, and create new-quality productivity. In terms of the talent cultivation concept, private universities need to base on the actual needs of new-quality productivity for high-skilled laborers, optimize the training plan, and update the educational goals. The education process should fully integrate the innovative spirit, the spirit of craftsmanship, and the scientific spirit, and run these spirits through all stages of talent cultivation, striving to cultivate comprehensive, innovative, technical, and skilled talents with all-round development. Such talents should not only be able to adapt to technological evolution and career changes but also play a leading role in promoting scientific and technological progress

and the development of new-quality productivity, thus providing strategic talent support for social and economic development. At the same time, policies for key core technical talents should be implemented, and mechanisms such as "revealing the list and taking command" and "horse-racing" should be used to stimulate talent potential, ensuring that outstanding talents can stand out and laying a solid talent foundation for scientific and technological innovation and the development of new-quality productivity [6].

4.2. Linking research and development to cultivate innovation momentum

New-quality productivity, led by innovation, breaks through the traditional economic growth model and the path of productivity development. It has the characteristics of high-tech, high-efficiency, and high-quality, which are in line with the new development concept. It is born out of revolutionary breakthroughs in technology, innovative allocation of production factors, and in-depth transformation and upgrading of industries. Its core lies in the leap of laborers, means of labor, objects of labor, and their optimized combination, with a significant increase in total factor productivity as the core symbol, highlighting innovation [7]. Private universities shoulder the core task of cultivating high-quality talents and also bear the important responsibility of exploring scientific and technological value, spreading scientific and technological achievements, and promoting the transformation of achievements into real productivity. Their educational work needs to be closely combined with the development needs of new-quality productivity. By providing knowledge, technology, skills, resources, or high-quality laborers, they face the key technical problems and promotion links in the production front line, help with industrial transformation and upgrading, and inject impetus into new-quality productivity. In the process of talent cultivation, private universities should actively integrate scientific and technological innovation elements, run the advanced technologies in production practice through the entire education process, and promote the in-depth transformation of majors, courses, teaching, and evaluation. At the same time, they should take the initiative to break down the barriers between subjects, integrate resources such as funds, talents, and policies, and carry out applied research on the common scientific and technological innovation problems of small and medium-sized enterprises in the region.

4.3. Integrating industry and education to promote deep integration

Facing the transformative demands of new-quality productivity for education, technology, and talent, private universities should, with a scientific attitude and a spirit of change, reform the talent cultivation model and accurately grasp the deep-seated needs of "new-quality" enterprises for talent cultivation. Private universities need to actively adapt to changes in talent demand, build a system that combines free exploration and organized scientific research, strengthen the linkage between teaching and industrial practice, and explore the establishment of an industry-education integration talent cultivation mechanism. Through close cooperation with enterprises, private universities can guide enterprises to participate in students' career positioning and target job selection, achieve the connection between talent cultivation goals and the job requirements of new-quality productivity, promote the combination of theoretical knowledge and practical operation, and promote the interactive optimization of school education and the enterprise's scientific research and production system [8]. Secondly, private universities should, based on their private-owned characteristics, actively attract local enterprises to participate, thus building a new school-enterprise cooperation system. The following measures can be taken: introduce outstanding engineers from enterprises to participate in teaching, create a school-enterprise jointly-built scientific research platform, and set up enterprise internship bases, etc., to give full play to the core role of cooperative enterprises in the process of industry-education integration. It should

be noted that the practical orientation of private universities determines that they can neither be divorced from the conventional teaching mode nor pursue the subversive "research-first" path. Instead, they should adhere to the parallel development of regular teaching and systematic scientific research, which is the key to ensuring the sustainable development of their teaching mode. In the teaching process, private universities should attach importance to students' scientific research practice and scientific experiments, organically combine knowledge learning, practical operation, thinking exploration, and innovation and creation, build a new learning logic and teaching methods, so as to break through the limitations brought about by single-knowledge teaching, mechanical memorization, and repetitive training, activate knowledge in practice, and then transform it into ability and wisdom.

5. Conclusion

With the help of scientific and technological innovation, based on innovative talents, and using strategic emerging industries and future industries as platforms, new-quality productivity presents the characteristics of a new type of high-efficiency and high-quality productivity. In this process, universities, relying on their advantages in talent cultivation and scientific research, have become the key force in promoting the development of new-quality productivity. As an important part of universities, private universities also need to reform their talent cultivation models to meet the development needs of new-quality productivity. Updating educational concepts, strengthening innovation cultivation, and deepening industry-education integration constitute the core tasks currently faced by private universities. Through continuous adjustment and innovation, private universities can more effectively cultivate "new-quality" talents that meet the needs of the times.

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