

On mission of Education: Times of Higher Education

Liu Yanfei

School of Humanities and Social Sciences, Xi'an Jiaotong University, Xi'an 710049, China

Abstract: The higher education reform course with the change of time is closely linked. Recalling the road of sixty years development of higher education, higher Jiaoyugaige must clarify the relationship between the development and changes of the era, explore the effect of the development cycle of change, and change their understanding in the mission of times to the development of a reserve force in the transformation steadily forward.

Keywords: *higher education reform; reform; ethical mission*

Publication date: September 2018

Publication online: 3rd September 2018

Corresponding Author: Liu Yanfei,
liuyanfei199028@sina.com

1 Era interpretation of education in teaching a high

1.1 The reform of higher education is synchronized with the economic and social changes, mutual restraint and mutual use

According to Marxist theory, the economic foundation determines the superstructure, and all spiritual civilizations are based on the development of material civilization. In other words, socioeconomic development determines the progression and transformation of other areas in the social system. On the other hand, spiritual civilization can exert subjective initiative, which, in turn, promotes the progress of material civilization. In other words, according to the needs of social development, cultural capital can be transformed into economic capital. Following this, economy and social transformation development can be promoted.

Education history revealed higher Jiaoyuzhidu contribute to industrial revolution wave which give

birth to many universities. This provoked the Industrial Revolution in the 19th century which gradually developed National Science system during the war in the 1960s. The expansion of higher education is also closely related to economic growth.^[1] In the beginning of the technology economy era, knowledge level has been increasing and become main source of wealth. This view was extremely popular in the mid to late of 20th century. In the 21st century, the birth of the information age, which emphasizes on the creation of knowledge, is formed along with the transformation in higher education. University is not only function as the “input” but also focus was insisted toward the “output.” The relationship between university education and economic development in worldwide has shifted from “rejection” to “inclusiveness.”

1.2 Reformation of higher education for the first lead to institutional change

The new concept of institution emphasizes that education reformation is the process of changing the educational system environment and building a new institutional environment which is the institutionalization process of new education.^[1] Marxist theory emphasizes that everything is constantly changing and developing as time changes, all aspects of the social environment are undergoing comparable changes. When the current education system unable to meet the development demands, there will be a strong voice Jiaoyugaige, perhaps a bottom-up or top-down public opinion and government decision-making, Jiaoyugaige application for public. For instance, in the beginning of founding New China, after the reformation and opening up democratic, practical, and pluralistic advanced education system were used to reform the backward, rigid, and differentiated old education system in the old era. This is an important manifestation of the concept of institutional innovation.

Although human activities, environment, and education tend to be complex, internal and external doubts are increasing. However, with the continuous progress and development of science, technology, information technology, awareness level in society will increase. The scope of the knowledge will also further be expanded. In general, human cognition level has its limitation which constrained by a series of conditions from the external environment and the degree of knowledge of the developed society. However, in general, the reformation and development of higher education can be used as a basis to establish a new education system.

1.3 The ideology of the times is the source and motivation of higher education reformation

Given the generation of the unique social phenomenon of education, the social spiritual characteristics and ways of thinking in this era have been introduced and affected with the purpose, process and content of education. As Jacques Derrida feels “An important consensus is that the fate of education is always closely intertwined with the fate of society!”^[2] In the history of China’s education system reform, the spirit of the times has always been the source and driving force for change and development. In the long period after the founding of New China, education was regarded as a special superstructure field. During the “cultural revolution,” the argument that “education is a tool of class struggle” was introduced, and the political function of national education was emphasized. The purpose of education is to cultivate literate workers with socialist consciousness.^[3] The big discussion of “the nature and function of education” carried out in 1978 provided an important theoretical basis and ideological basis for the reform measures combining economics, science and technology, and education. The most influential trend in China’s higher education marketization reform is “education industrialization”. It emerged in the background of China's economic system reform, trying to transform the unilateral relationship between the state and education into a multilateral relationship between the state, the market and education.

Since the beginning of the new century, China social economy has been initially developed, and actively promoted as a learning society on the basis of learning from and absorbing experience from developed countries. Here, cited Edward (R. Edwards) point of view, he believes, is a learning society “educated society, committed to developing citizens, the

development of civil democratic system, and to provide equal educational opportunities.”^[1]

Looking back at history, the formation and development of modern university education in the era of industrial economy are different from the narrow and single university education system and from in the Western middle ages and early modern China. In the pursuit of goals, modern university education reflects the value pursuit of fair public welfare. Undoubtedly, today’s higher education reform and development should adapt to the needs of human development in the 21st century and face the current characteristics of the times and spiritual pursuits.

2 Deepen the reform of higher education mission of the times

2.1 Understanding the change of higher education from the interpretation of the times is the inevitable historical development

Adaptability is an important feature of an organization’s health and effectiveness.^[1] Change is the eternal theme of the development and it is the basic way for organizations to survive in today’s turbulent times. Many changes that have taken place in a history of education are usually unclear on where it was started and who the actor is, but the changes have silently raised or invade the school organization. A reasonable explanation is that the school organization itself has a response to changes in the surrounding environment. Spontaneous innovation; of course, there are many educational change processes that are often branded with a distinctly imprint of the times. For example, in the period of war turmoil, emphasis is placed on humanities education; in a society with diversified development, it advocates personalized education. These changes show high school as an important form of social organization with the capacity to respond and make adaptive response to changes in the social environment. Such reaction and response capabilities help organizations take the university in social change apex, give full play to its leading role.

2.2 Exploring the cyclical law of change from the reform of higher education and the change of the times

Development and change anything have its own laws, reform of higher education is no exception. The

philosophical proposition of “doing things according to objective laws” emphasizes respect for objective laws. As a phylogenetic process, education reform has its non-linear characteristics, which is represented by the “spiral rise” process pointed out by Marx. The supporting policy measures in the education reform are also characterized by time. “When the objective situation itself changes and the limitations of understanding, the effectiveness of the policy will change over time.”^[4] Therefore, any society which recognized as a “best” historical reform program may produce unexpected problems in the implementation process. We need to explore the historical and cyclical rules of change in the dimension of social system development and historical development to pursue a smooth transition in transition with supporting policies.

First, we must grasp the higher education reform periodic law to take full account of the higher education over the activities. Any positive changes will take time and will not happen in overnight. The reform of higher education should not only focus only toward the future fantasy and ignoring its long-standing historical traditions and the existing constraints. At the time of the reform of higher education, we should respect historical traditions and face cultural characteristics. We should not carelessly define past education as “eight education” or “test-oriented education” and completely abolish the historical rationality of its existence.

Second, any policy has a life. The “bathtub curve” time characteristics of the response policy divide the process of policy failure into three phases: Early failure, accidental failure, and loss of efficiency.^[4] When it is determined that the reform policy is in the early stage of failure, policymakers should not be distracted by the large-scale failure rate but should focus on the qualitative analysis of failure. Any traditional practice resistance should be strictly ruled out. Any negative impact due to lack of understanding should be eliminated as much as possible through propaganda and interpretation. Unless, the analysis is clearly clarifying the mistakes of the policy itself, it should not be feasible to implement the policy changes. In the loss-loss phase, the number of failures and the policy-reflecting process are decisive. This requires focusing on the analysis of the cyclical effects of policy development and grasping the law of development.

2.3 Clear from the historical mission of education reform and the relationship between higher education reforms in the era of change

First, higher education reform has political mission. Academics are the core of the autonomy in colleges and universities. The separation of academic, political, and religious is a summary of the developed world.^[5] Universities and colleges play an important role for personnel training for the main positions which are closely related to human development and people’s problems are treated first and foremost as a political problem within Shijie fanwei, any form of society must be concerned about. Therefore, the greatest political mission of higher education is to cultivate people who meet the development needs of the country. Of course, the people the country needs are not the spokespersons of the government, but the social people with political responsibility. On the other hand, higher education institutions also related to the pursuit of equality of citizens in the right path to education. In this matter, the political mission of higher education reform is manifested according to academic pursuits and social responsibility.

Second, higher education reform has an economic mission. Matter is the guarantee of the realization of rights. Higher Jiaoyugaige should focus on economic and social returns. Of course, higher Jiaoyugaige economic mission is not one-sided emphasis on economic construction, and by training personnel in line with the needs of society, science and technology, and cultural knowledge into productivity, promote technological change in the national economy. As Ashby said, “In the past, every university was an independent organism, each of which absorbed nutrition and growth according to its internal laws. Today’s universities have become indispensable for economic development and national survival.”^[6]

In addition, higher education reform has a cultural mission. “University is not a weather vane. It can’t be catered by anything. The university must always give the society something it needs, not what the society wants. Otherwise, the university will make outrageous and even catastrophic mistakes.”^[5] Therefore, higher education reform at any time is always liable to guide social trends of popular culture, promoting social and cultural advancement of cultural mission.

Finally, higher education reform has a social mission. The concept of “people oriented” has become the guiding ideology for deepening reform of contemporary

higher education. Its significance is: "Education has the dual function of promoting social development and promoting individual development." [7] Therefore, the concept of higher education reform that values people's livelihood and people oriented reflects the unity of the knowledge world and the humanities of society. It fully satisfies the development needs in the combination of human socialization and the spirit of times.

Together, the emergence and development of any social phenomenon have its distinct characteristics of the times; the key is to grasp the relationship between the leather and the times has changed. Explore the transformation law of development, recognize their own mission of the times, which is a smooth transition for the period of social transformation and further development will bring great significance.

References

- [1] Jiansheng M. Education Reform Theory. Hefei: Anhui Education Press; 2007. p. 83, 8, 25, 1, 74.
- [2] Lixia Z. State Concept, Market Logic and Public Education-Research on Western Public Education Reform in Transition Period. Jinan: Shandong Education Press; 2010. p. 173-174, 4.
- [3] National Education Development Research Center. 2008 China Education Green Paper - China Education Policy Annual Analysis Report. Beijing: Education Science and Technology Press; 2008. p. 25.
- [4] Hongbo W. Social Engineering Research (third series). Xi'an: Jiaotong University Press; 2007. p. 1-2, 131-132.
- [5] Houqiang J. Research on the Autonomy of Colleges and Universities: The Perspective of the Legal System. Beijing: Law Press; 2010. p. 132-135.
- [6] Ashby E, Dachun T. Translation of University Education in the Era of Advanced Technology. Beijing: People's Education Press; 1983. p. 12.
- [7] Yisheng W. Beyond the ivory tower: The social responsibility of modern universities. High Educ Res 2003;1:3.