

## Higher Education Innovation and Cultivation of Innovative Talents Based on the Conflict of Value Expectation

Jie Li<sup>1</sup>, Jingze Wu<sup>2</sup>, Chun Wang<sup>3</sup>

<sup>1</sup>Department of Mongolian, Jilin International Studies University, Jilin 130000, China

<sup>2</sup>Department of Tourism Management, Jilin International Studies University, Jilin 130000, China

<sup>3</sup>Department of Korean, Jilin International Studies University, Jilin 130000, China

**Keywords:** The conflict of value expectation, Innovation of higher education, Cultivation of innovative talents

**Abstract:** An important part of China's social reform is the reform of higher education. In today's increasingly high demand for talents, the cultivation of innovative talents is of great significance to China's development, and can even be called the core task of strategic development. The value expectation of educational development conflicts due to the individual differences of social subjects and the existence state of value objects. To a certain extent, the educational development strategy is to create favorable conditions to activate the functional value of the conflict of educational value expectation, so as to enhance the integration ability and adaptability of the whole education system. The theory and practice of training innovative talents reflect the continuous maturity of China's higher education. The characteristics of China's undergraduate innovative talent training are: policy orientation, mechanism establishment, and model formation.

### 1. Introduction

Higher education is a professional education based on the completion of secondary education, and it bears the mission of cultivating high-level specialized talents [1]. In the 21st century, the main task of higher education is to provide intellectual support and human resource support for knowledge innovation and technological innovation. Cultivating high-quality and innovative talents required by the times has become an important strategic task for higher education in various countries. Strengthening quality education, advocating individuality, and constructing a university innovative talent training model are inevitable choices for contemporary higher education and university development [2]. Due to differences in historical and cultural traditions and higher education systems, there are big differences in the concepts, models, and methods of talent training between China and the West. How to use “stones from other mountains” to construct and optimize the training model of innovative talents in universities is an important topic for the internationalization of Chinese university education [3]. With the deepening of educational practice, research on educational development has gradually deepened. After the 1980s, UNESCO and the Institute of educational planning both advocated the shift from planning research to development strategy research [4]. Education development strategy is a process of conflict and integration of social value expectation, and a complex development process of interaction among many stakeholders. Through this process, a rule system is formed to promote the innovation of education system [5]. The cultivation of innovative talents is an important event in the development of China's higher education in the 21st century. It is an inevitable and rational choice for higher education to adapt to social development, and reflects the continuous maturity of higher education's own development [6]. With the proposal of innovative talents, the cultivation of innovative talents has gradually become a new way of action in higher education. With the development of the theory and practice of cultivating innovative undergraduate talents in China, its characteristics gradually show: policy orientation, mechanism establishment and mode formation [7].

### 2. Cultivation of Innovative Talents

## 2.1 The Main Problems in the Cultivation of Innovative Talents in Colleges and Universities

The definition of innovative talents is the talents who can use innovative thinking to solve problems when they encounter problems. As far as China's current situation is concerned, there are still many problems in the cultivation of innovative talents in Colleges and universities. Only by analyzing these problems can we improve the in-depth reform of colleges and universities and cultivate more innovative talents for the country. 1. The inhibition of traditional education. 2. Students' personality can not be developed. 3. Lack of innovative training mode. 4. The evaluation method is too single. 5. Universities do not pay enough attention to innovation education. 6. The construction of teachers is lagging behind [8]. Different from traditional economy, knowledge economy is a new type of economy. Its appearance is the result of human knowledge accumulation for a long time and the sublimation of knowledge function. Knowledge has replaced the traditional important position of capital and land and become the core resource to promote economic development [9]. The knowledge economy is based on human beings, based on the production, distribution and use of knowledge and information, with high-tech industries as the pillars, and sustainable development as an economic form. In addition to the characteristics of the global integrated economy and the information economy, the most prominent feature of the knowledge economy is its talent economy and innovation economy. It is people and innovation that make the knowledge economy present the characteristics of sustainable development [10]. According to the characteristics of innovative talents explained by scholars at home and abroad, the characteristics of innovative talents can be divided into five categories: innovative spirit, innovative consciousness, innovative personality, innovative ability and reasonable knowledge structure. Among them, the spirit of innovation is the driving factor of innovation quality. Innovation consciousness is the cognitive element of innovation quality. Innovative personality is the regulating factor of innovative quality. Innovation ability is the operational element of innovation quality. Reasonable knowledge structure is the tool element of innovation quality. The details are shown in Figure 1.

Table 1 Expression of The Basic Qualities of Innovative Talents

Basic Quality	Description	main content
Innovative spirit	It is a person's relatively stable and positive psychological inclination for innovation activities, and is the leader of innovation and the engine of the entire innovation quality.	1. Critical spirit 2. Scientific spirit 3. Pioneering spirit 4. Autonomy spirit 5. Adventurous spirit 6. Pragmatic spirit
Innovative mind	It refers to people's concept and consciousness of actively carrying out innovative activities in social practice, which is manifested in the concept and state of mind activities of the emphasis on innovation, the pursuit of innovation, and the interest and desire to carry out innovative activities.	1. Innovation motivation 2. Innovation interest 3. Innovation emotion 4. Innovation will
Innovative personality	It refers to the synthesis of non-intellectual qualities that the subject gradually develops in acquired learning activities, manifests and develops in creative activities, and plays a guiding and decisive role in promoting the growth of people and the production of creative results.	1. Lofty ideals for innovation 2. Diverse innovation needs 3. Enthusiastic innovation motivation 4. Concentrated interest in innovation 5. Strong will to innovate 6. Fiery innovative emotion 7. Enterprising innovative personality
Innovation capacity	Refers to the use of all known information to generate a new, creative, social or personal value concept, idea, theory, technology, technique and product according to a specific purpose, which is both developmental and pioneering and creative ability.	1. Discovery ability 2. Observation ability 3. Migration ability 4. Synthesis ability
Reasonable knowledge structure	It refers to the most reasonable and optimized knowledge system that has both in-depth specialized knowledge and extensive knowledge and the actual needs of career development. It is a sequenced and hierarchical overall information system.	1. Basic cultural knowledge 2. Professional knowledge 3. Related

## 2.2 The Value of Cultivating Innovative Talents

At present, all countries in the world are carrying out higher education reform, and are always exploring the mode of cultivating innovative talents. It is beneficial to the development of higher education in China to study and compare the innovative quality education and talent training modes in Chinese and western universities, and to optimize and update Chinese university education by using other mountains' stones. Set up general education courses, pay attention to the coordination and unity of science education and humanities education, and thoroughly implement the credit system. Introduce the competition mechanism and implement the last elimination. Optimize the teaching staff of university teachers, improve the appointment and promotion system of teachers, and change the traditional teaching methods. Universities and internal departments should be accurately positioned and managed in different levels. Take the road of cooperation in running schools between Chinese and foreign universities. Although it is far from a complete and scientific understanding of the cultivation of innovative talents, it can be seen from the analysis of some key elements that the cultivation of innovative talents for undergraduates in China meets the needs of knowledge economy. From the perspective of training objectives, the pursuit of the realization of high-level talents with high quality, application type, compound type and innovation type. In terms of training content, determine the appropriate course content in accordance with the requirements of the training objectives. In the training process, pay attention to basic teaching, strengthen practical links, and implement personalized training. In terms of the training system, in order to ensure the normal and orderly progress of all links, systems and rules conducive to the training of applied innovative talents are formulated. In terms of training evaluation, the focus is on three-dimensional evaluation of knowledge, ability, and quality, testing the effects of applied innovation, and establishing and improving an evaluation system conducive to the cultivation of innovative talents. A more comprehensive general quality model of innovative talents has been constructed, as shown in Figure 1.

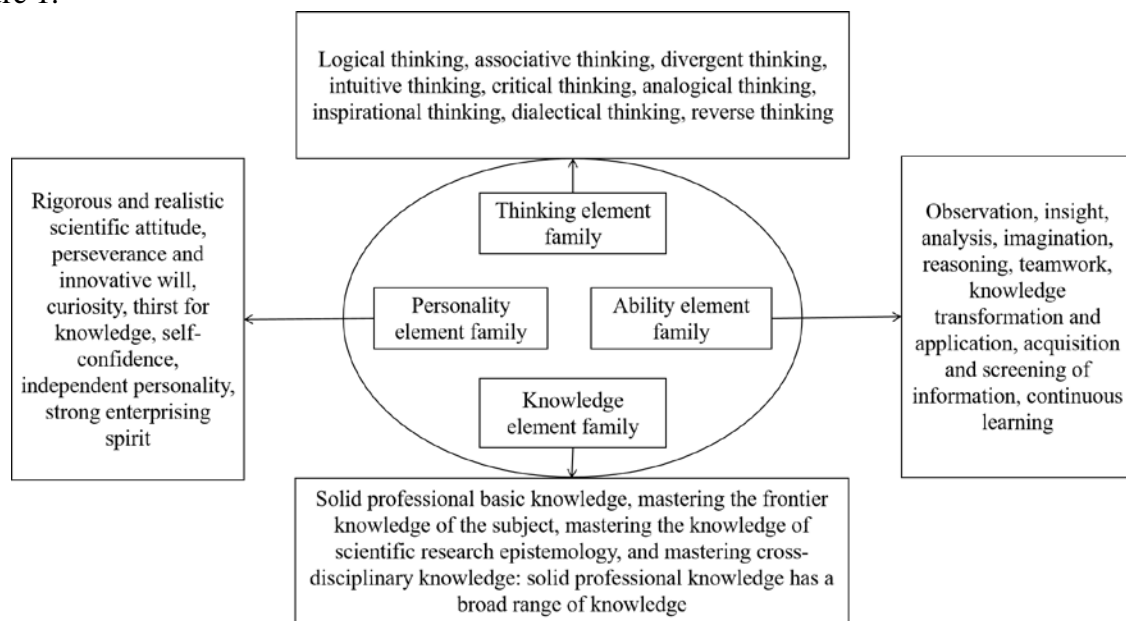


Fig.1 General Quality Model of Innovative Talents

### 3. Higher Education Innovation Based on Value Expectation Conflict

#### 3.1 Value Expectation Conflict

The reason why we adopt the concept of value expectation is based on the following considerations: first, compared with values, value expectation is more dynamic and constructive, and values have obvious color of cognition and evaluation. Second, value expectation does not show a kind of systematicness, certainty and stability like values. It is more compatible to use this broad concept to analyze the value choice of development subject and education development strategy. Thirdly, the concept of value expectation has the paradigm characteristics of sociological

research, which is helpful for theoretical construction and practical analysis of development strategy from the perspective of sociology. Value expectation is mainly a conation attitude, and it is a conation tendency to create or maintain the positive state of a specific event, rather than a cognitive or emotional attitude. The intentionality of value expectation makes it tend to construct objective order, and can guide, motivate and maintain social subjects to create or maintain certain events or states that are positive for specific subjects.

With the development of society, with the expansion of the educational system and the increase in complexity, the differences between the subjects of educational development and the differences in the subject's value expectations for educational development have become more prominent. Under such a development background, the development of education will gradually be based on individual selectivity, and there will no longer be a completely uniform education supply and education demand. Therefore, any thinking and decision-making about education development will inevitably face Conflict between social subjects' value expectations regarding educational development. The expectation and choice of educational development value is not a judgment of personal interests in the usual sense, nor a judgment of right and wrong. Various value expectations may have their legitimacy and legitimacy, and they are all related to the basics of education to a certain extent. Meet the mission. The main participants of the co construction mode usually establish a long-term cooperative relationship in scientific research, which is interdependent and has a relatively reasonable management and operation system. The relationship of rights, responsibilities and interests is relatively clear: enterprises take shares in funds, sites, equipment and marketing, while universities and institutions take shares in scientific research achievements, laboratories and their equipment, technology or part of the funds. The schematic diagram of co construction mode is shown in Figure 2.

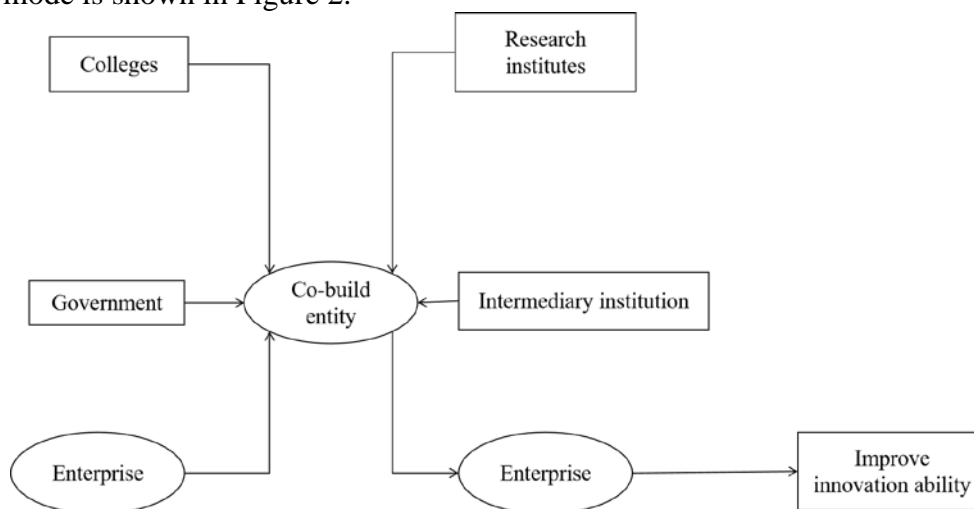


Fig.2 Schematic Diagram of Co-Construction Mode

There are various conflicts in the expectation of educational value due to the individual differences of educational development subjects and the existence state of value objects. This kind of conflict is not only the status quo that education development strategy must face, but also the force that education development strategy can utilize and transform. Emphasis is placed on the training of applied practical skills, and more attention is paid to the cultivation of innovative ability. This new concept of talent training undoubtedly reflects the scientific development attitude of China's higher education, which is highly pragmatic and targeted, and it is a transcendence of the previous concept of talent training in higher education.

#### 4. Conclusions

In short, with the continuous development of the times and the continuous advancement of science and technology, all walks of life are faced with seeking development in innovation. If blindly sticking to the rules will inevitably be eliminated by the times, the development of society

requires innovative talents, and the in-depth reforms of colleges and universities should comply. The development of the times, abandon the shortcomings of traditional education that hinder the development of students' nature, and achieve the planned training of talents. It can be said that innovation is an important factor in the rise of a nation. Colleges and universities shoulder the important task of cultivating students' sense of innovation. They should increase the cultivation of innovation awareness in the process of education reform and provide the country with high-quality comprehensive talents. In order to be invincible in the fierce international competition, there must be a large number of high-quality innovative talents as the support. And the cultivation of these talents all depends on the development of university innovative quality education. University quality education, personality education and innovation education have become the inevitable trend of future education development. At present, cultivating innovative talents and improving the quality of higher education is a profound proposition based on the stage characteristics of China's modernization and the international development trend, which is related to the country's future and national revitalization. Only by continuously paying attention to and promoting the stimulation of college students' thirst for knowledge and constantly igniting their desire to explore the unknown world, can we inject a steady stream of endogenous power into the cultivation of innovative talents in higher education.

## References

- [1] Dong Xiaofang, Zhao Shouguo. Reform Ideas for the Cultivation Model of Innovative Talents in Colleges and Universities[J]. Scientific Management Research, 2017(01):85-88.
- [2] Li Mingqian. The value orientation of college campus culture under the background of training innovative talents[J]. Social Sciences Journal of Shanxi Colleges and Universities, 2017, 29(001):81-83.
- [3] Wang Chunling. Cultivation of innovative talents: the important mission of colleges and universities[J]. Journal of Science Education (Early Issue), 2016, No.256(02):1-2.
- [4] Liu Haitao[1]. Research on University Innovation and Entrepreneurship Education Based on Cultivating Innovative Talents[J]. Shandong Higher Education, 2019, 007(001):51-57.
- [5] Zhang Chunyan. Analysis on the Cultivation of Applied Innovative Talents in Local Undergraduate Colleges and Universities[J]. Journal of Jilin Radio and Television University, 2019, 209(05):74-75.
- [6] Gao Bo. Research on the Cultivation Mode of Entrepreneurial Talents in Higher Vocational Education from the Perspective of Collaborative Innovation[J]. Science Education and Culture Hui, 2016, No.343(03):91-93.
- [7] Yu Yong. Discuss the education reform and the cultivation of innovative talents in colleges and universities[J]. Small and Medium-sized Enterprise Management and Technology, 2017(11):109-110.
- [8] Wang Shenglan. The conflict and coupling between the new normal of economic development and the value orientation of higher education [J]. Guangxi Education C (Vocational and Higher Education Edition), 2018, 000(004): 108-110.
- [9] Lin Yanyong, Yang Qi. Research on the Innovation and Development of Ideological and Political Education in Colleges and Universities from the Perspective of Expectation Value Theory [J]. Journal of Wuhan Polytechnic, 2016, 015(002): 18-21.
- [10] Zhang Xiaqing. Value conflicts in education: essence, types and solutions[J]. Journal of East China Normal University: Educational Science Edition, 2018, v.36; No.141(01):97-101+167.