

## **Analysis on the predicament and development trend of the construction of educational economy and management**

**Han Ruijuan, Gao Jinchao**

Normal College, Shihezi University 832003

**Keywords:** Education economy and management; Predicament; Development strategy

**Abstract:** After a short period of more than ten years of construction, as a new interdisciplinary subject subordinate to the first level of public management, it has made some achievements in pedagogy, educational economics, educational management and other major research fields. Based on the in-depth analysis of the constraints on the development of the discipline, it is found that the discipline is restricted by the factors such as immature internal development, weak independence, employment difficulties and so on. This paper attempts to put forward feasible development strategies such as standardizing the Discipline Paradigm Research, combining the multi-disciplinary teaching vision, strengthening the discipline setting and management, so as to promote the progress of the construction and development of the discipline of education economy and management.

### **1. Introduction**

Education economy and management is a comprehensive interdisciplinary subject, which is based on pedagogy, economics and management, and uses economics, management and other disciplines for reference to study the economic phenomena, economic behaviors and management behaviors in the field of education. In 1998, the catalogue of disciplines for awarding doctorates, master's degrees and cultivating postgraduates put it under the discipline of public management. After just over ten years of construction, as a new interdisciplinary, it has made some achievements in pedagogy, education economics, education management and other major research fields. However, there are some problems in the development of the discipline, such as the immature development of the discipline, the weak independence of the discipline, the imperfect teaching curriculum, and the difficulty in the employment of the discipline.

### **2. The dilemma of educational economy and management discipline construction**

#### **2.1 Unclear subject ownership**

The ownership of discipline is related to the survival and development of discipline. A discipline defines itself under a specific discipline category, which is conducive to ensuring the smooth acquisition of rights and interests from the system. From the academic recognition of the society, but also from the psychological members of the discipline to obtain a sense of security. With the progress of science and technology and the demand of society for innovative talents, interdisciplinary has become the focus of discipline construction. However, at present, the disciplines and specialties in our country are relatively fixed. The current discipline catalogue does

not set up a special interdisciplinary category, nor does it leave room for the development of emerging disciplines and interdisciplinaries in the catalogue code and name. This makes the attribution of interdisciplinary more and more complex. As far as the subject of education, economics and management is concerned, it is always difficult to determine its attribution. As Yang Tianping said, "education economy and management are the subjects formed by the combination of education economics and education management. There is no doubt that its direct upper subject should also be these two subjects, while its indirect subject attribution should be economics, management and education, or should be The three disciplines together constitute the integrated discipline. Many scholars, from their own standpoint and subject perspective, put it into their own subject camp, and colleges and universities with the subject also set the subject in different colleges according to their own situation"<sup>[1]</sup>.

## 2.2 Social needs and training mode are not in harmony

Since the establishment of the discipline of education, economics and management in 1997, the state has been trying to set a clear definition of its training objectives. In the book "brief introduction to the discipline of awarding doctoral degree and training graduate students" (1999 edition), the training objectives of the master students in this major are described as follows: having solid basic theories in education economics, education management and other fields, and being able to grasp the discipline of education, economics and management It can be engaged in the teaching and research work of institutions of higher learning or scientific research institutions and the management work of education administrative departments. From the perspective of training objectives, the talents trained by the discipline of education, economics and management are mainly engaged in the research of educational theory and educational management. According to Huang Luming's investigation on the whereabouts of the graduates of 2008 and 2009 in two western colleges and universities, 88% of the graduates choose to work in Colleges and universities after graduation, and the main job in Colleges and universities is to serve as student counselors, with only a few serving as academic administrators or teachers. From this point of view, most of the talents trained in the discipline of education and economic management tend to engage in the work of grass-roots education and management. From this point of view, schools should focus on the cultivation of application-oriented and composite talents, supplemented by the cultivation of academic talents. However, almost all the institutions of higher learning in our country set up this subject to train students in an academic training mode. This is also one of the important reasons for the difficult employment and weak social adaptability of graduates of this discipline<sup>[2]</sup>.

## 2.3 The scale of subject development is not in proportion to the quality of students' training

Since its birth, the discipline of education, economics and management has been developing at a satisfactory speed. According to the data of 114 international education network, in 2005, 59 recruitment institutions nationwide recruited master's degree candidates and 8 recruitment institutions recruited doctor's degree candidates, while in 2007, they rapidly changed to 105 and 13. In just two years, the number of

graduate and doctoral institutions has increased by 46 and 5, respectively, which shows the trend of rapid increase in professional distribution. To some extent, this laid a foundation for the discipline to form a certain "climate" and "paradigm" in the academic field. However, the quality of students' training has not been further improved with the expansion of the discipline. On the contrary, due to the immaturity of the discipline itself and the uncertain attribution, different types of colleges and universities set it in the discipline they think is right. The training mode and direction of students are also different, and the quality of talents cultivated is also different. Bu Shuchun, a scholar, made an investigation on the employment of some famous 2008 graduates of education, economics and management, and found that there were many students who did not have a certain unit after graduation. Although the quality of students' employment has a lot to do with themselves to some extent, the general facts prove that the prospect of students' employment largely depends on the quality of school training<sup>[3]</sup>.

#### 2.4 Discipline training program emphasizes theory and neglects practice

Guo Jianru, a scholar, believes that the current university training program in China is still designed to cultivate academic talents and students without practical experience. This training plan fundamentally ignores the current situation that China's higher education has entered the stage of general education. With the large increase of the enrollment proportion of college entrance examination, more and more students flow into colleges and universities, and the talent training plan of colleges and universities should also be adjusted accordingly. Behind the phenomenon of talent differentiation is the regulation of education and market rules, which is doomed to face the market examination for most graduates of this discipline. Considering employment, a small number of talents flow to the academic level of scientific research, contributing to discipline construction and development. However, due to the fuzziness and lack of orientation of the talent training program of the subject, as well as the unclear orientation of the students themselves and many other reasons, the graduates who are favored by the employers should have extensive experience accumulation and professional practice to get lost employment opportunities<sup>[4]</sup>.

### **3. The development trend of educational economy and management discipline construction**

#### 3.1 Add "interdisciplinary" category

According to the above, it is difficult to determine the attribution of the discipline of education and economic management, which is rooted in the fact that there is no room for the development of interdisciplinary disciplines in the "discipline catalog" of China. Therefore, the author suggests that first of all, we should add the category of "interdisciplinary" in the discipline catalog, and make all interdisciplinary subjects have a reasonable attribution, so as to avoid the interdisciplinary subjects being "arbitrarily" placed by different colleges and universities because of their unclear attribution. Secondly, considering the different degree of development of each interdisciplinary, it is advisable to treat them in different categories and formulate different standards to facilitate their better development. For example, under the category of "interdisciplinary", there are three levels: exploratory interdisciplinary,

growing interdisciplinary and mature interdisciplinary. The discipline of education, economics and management is a new interdisciplinary discipline, whose development is not mature enough, so it can be classified as a growing interdisciplinary discipline<sup>[5]</sup>.

### 3.2 Reform the training mode

From the perspective of employment, the education and economic management discipline should implement the "dual track" training mode of professional applied master and academic master. Among them, the former should pay attention to the practice of students in the process of training. The school can contact the practice units for students through various ways, so that they can find problems in practice and solve them with the theoretical knowledge they have learned. The latter is mainly to cultivate high-level and innovative academic talents with scientific research ability, and at the same time, it also provides continuous strength for the construction of the academic team of the discipline. In the process of training, we should pay attention to the personalized training trend<sup>[6]</sup>.

### 3.3 Government led. Limit discipline distribution points and focus on Development -- leading the way of discipline

The research scope of the discipline of education, economics and management is originally centered on education, a public enterprise that has made great contributions to mankind. Its development naturally depends on the "care and guidance" of the education department. In the face of the uncoordinated situation between the scale of disciplines and the quality of training, the education department should solve it from two aspects: first, reduce the layout of disciplines. We will evaluate the institutions with the subject and ban the right to set up those institutions that do not yet have the strength. Select a group of universities with both comprehensive strength and scientific research achievements as the key objects of the subject layout. Second, we should focus on selecting and cultivating a group of high-level universities with strong comprehensive strength and teachers with multi-disciplinary background as the "leaders" of the discipline development, and give support in policy and funds. And in these colleges and universities in the academic personnel training to implement the "master's and master's continuous reading system", for the academic development of the discipline and scientific research after the supplementary strength<sup>[7]</sup>.

### 3.4 Coordinating multi responsibility subjects and promoting employment

From the perspective of government's policy and function, the discipline's supply exceeds demand; from the perspective of University's training level and training program planning, the discipline has the phenomenon that the training program is out of line with the actual demand for talent supply, and the utilization rate of academic talents is low; the graduate's employment outlook and values of the discipline are relatively distorted, resulting in the phenomenon that they would rather be unemployed than employed "Tragedy". It can be seen that to solve the problem of difficult employment of disciplines, it is necessary to analyze the "actions" of all responsible subjects in discipline construction, find out deficiencies and improve constantly<sup>[8]</sup>.

## 4. Conclusion

As a new developing interdisciplinary subject, the development prospect of education, economics and management is bright. In the process of solving the existing problems of the discipline, we should pay attention to the combination of internal and external, not only give full play to and tap the advantages of the discipline itself, but also strengthen the external support, such as the government's increasing investment in major subjects of the discipline. Attract more excellent talents to join the discipline team, provide continuous intellectual support for discipline development, and make it invincible in the fast changing competition.

### **References**

- [1] Guo Xin, Ren Zengyuan. Education economics and management: Dilemma and way out [J]. Degree and graduate education, Vol.6, No.4, PP. 49-53, 2011.
- [2] Zong Xiaohua, Zhu Fangyin, LV Xin. Panoramic perspective of China's education economy and management research: hot spots, methods and evolution [J]. Journal of education academic monthly, Vol.8, No.4, PP. 106-111, 2013.
- [3] Liu Zhimin, Huang Weihai, Liu Xiaoguang. Building high-level industry characteristic education and management discipline from the perspective of internationalization practice of Nanjing Agricultural University's education economy and management discipline [J]. Higher agricultural education, Vol.12, No.6, PP. 48-51, 2014.
- [4] Jing Xiaoning. The dilemma and Countermeasures of the development of educational economy and management [J]. File, Vol.10, No.29, PP. 204-205, 2018.
- [5] Tang Xiaojiao. Justification of the rationality of the discipline setup of educational economics and management [J]. Science for all (Science Education), Vol.14, No.8, PP. 116, 2018.
- [6] Zhang Qirong. Research on the current situation and development path of education economy and management [J]. Teachers, Vol.22, No.8, PP. 72-73, 2019.
- [7] Yang siyao. Comparison of research contents of education economy and management in different types of Universities -- Analysis of knowledge map based on CNKI graduate thesis database [J]. Higher agricultural education, Vol.10, No.3, PP. 53-59, 2018.
- [8] Dan Yongfei. Research hotspot and future research trend of education economy and management [J]. File, Vol.6, No.23, PP. 187-188, 2018.