

## **Research on the optimization of the development pattern of High Education under the background of "double cycle"**

**Yunxiang Zhong**

Discipline Inspection Commission Office Changshu Institute of Technology, Suzhou, China, 215500

**Keywords:** "Double cycle"; High education; Development pattern

**Abstract:** Due to the impact of "reverse globalization" and the influence of global COVID-19, the "Double cycle" development pattern led by China has entered the "2" era. However, the development order of high education has not changed substantially, and the cooperation mechanism and supply-demand relationship of high education are greatly restricted. In today's country based on education and knowledge, high education has been closely linked with the fate of the country and the people. High education should meet the needs of national and social development and meet the needs of the people for education. Whether the development pattern of high education is scientific or not is directly related to the utilization efficiency of high education resources, affecting the development of high education and the exertion of its functions, thus affecting the development of the whole country and society and the degree to which high education meets the needs of the people.

### **1. Introduction**

The modernization of high education is a world phenomenon. With the help of economic globalization and trade integration, countries not only continue to expand the scale of high education, but also make full use of the advantages of other high education powers to explore suitable talent training paths and knowledge production models for their own countries. Since the end of the Second World War, some countries represented by China have relied on their late-comer advantages to integrate high education into the international collaborative order [1]. The rise of high education in emerging economies relies on two conditions: first, the economic model of these countries is accepted by other countries and is a necessary link of the value supply chain, resulting in a huge demand for advanced knowledge production methods and human capital. Second, developed countries have provided a high education development model that can be used for reference. Developing countries can improve their development efficiency through the integration of factors such as scale, organization and technology [2]. The opening-up of the country in the economic field has reduced the institutional cost for the development of high education. As Zhou Qiren said, "It is the reform and opening-up that has greatly reduced the institutional cost of China's economy, so that the largest developing country with a long history of civilization has the opportunity to become the fastest-growing economy in the world" [3]. Based on the changes in the domestic and international environment, China proposed in July 2020 that "it must be understood from the perspective of protracted warfare and accelerate the formation of a new development pattern with domestic and international cycles as the main body and mutual promotion of domestic and international dual cycles" [4]. When the sustainability of economic development encounters setbacks, the original world order of high education is subject to various shocks, which means that China's high education development needs "paradigm transformation" to meet the structural needs generated by the "double cycle" pattern [5]. Therefore, this paper puts forward the research on the optimization of the development pattern of Higher Education under the background of "double cycle".

### **2. Development pattern calls for high-quality development of high education.**

To build a development pattern, we should take the promotion of high-quality development as

the theme, deepen the supply-side structural reform as the main line, take reform and innovation as the fundamental driving force and meet the people's growing needs for a better life as the fundamental purpose, coordinate development and security, and accelerate the construction of a modern economic system [6]. New strategic choices and strategic deployment will have a major impact on the direction of high education. Demand, resources and space are important external factors that affect the development of high education. With the construction of the new development pattern, new changes will take place in these three aspects [7]. General secretary Xi Jinping pointed out that "development is the first priority, talent is the first resource and innovation is the first driving force". To promote the quality, efficiency and power of economic development and realize innovation driven development, we fundamentally rely on education, science and technology and talents [8]. Colleges and universities are in the important combination of science and technology as the first productive force, talents as the first resource and innovation as the first driving force, and play an irreplaceable role in the strategy of building a new development pattern. Actively adapting to new demands and focusing on improving support ability and service level are the responsibilities and obligations that must be undertaken by the high education front in the new era, and the mission that must be strengthened.

The process of high education reform and development has always been linked to the destiny of the Chinese nation, and it has always shouldered the national mission and the important national responsibility. Every major national strategic adjustment at every important historical juncture is a new challenge to the existing state of the high education system and a new opportunity for high education to achieve further sublimation. Building a new development pattern is the key to the "14th five year plan" " The major adjustment and improvement of China's economic development strategy and path in the future and longer period is a major strategic deployment focusing on long-term development and long-term stability, which not only means that the era background, challenges and opportunities of the development of high education have changed, but also means that the objectives, tasks, paths and means of the reform and development of high education should be adjusted adaptively and the development of high education should be improved The focus and pace of high education should be coordinated with the new overall strategy and respond to the concerns of the state, society and the people. High education faces two major tasks:

First, build a high education system with higher quality, efficiency and vitality in an all-round way, and lay a solid foundation for realizing the economic and social development and educational vision in 2035. Second, we have made breakthroughs in major areas and key links, and achieved coordinated development of high education and economy and society in a wider field and at a higher level, providing solid support for building a modern economic system and safeguarding national security, building a new development pattern, and calling for high-quality development of high education. To adapt to the new development pattern, high education must also pursue high-quality development. This is the inevitable choice of high education reform and development strategies in the new era, new stage and new situation. The new development pattern is closely related to the high-quality development of high education. Promoting the high-quality development of high education is the unity of external motivation and internal logic, and conforms to the law of the coordinated development of internal and external high education. So far, a system of high education development indicators has been constructed, as shown in Table 1.

Table 1 Index system for the development of high education

Higher Education Development Index System	Input factor	Total investment in high education and its index
	Quality and efficiency factors	Teacher-student ratio
	Scale factor	Average school size
	Stock factor	Per million economically active population has a number of college students

### 3. Optimization of high education development pattern under the background of "double cycle"

#### 3.1. High education in the context of "double cycle"

The "double cycle" pattern of economic operation means the emergence of a new economic and trade relationship. Since the 1980s, the emerging economies represented by China have changed the world trade structure, and the form of "double cycle" began to split from the original world value system. As a representative of emerging economies, China plays a pivotal role in the flow of resources between developed and developing countries. In the process of modernization, the emerging economies represented by China have established two value chains for exchanging products, technologies and raw materials to developed and developing countries. The existence of this two-way value chain constitutes the first generation of "Double cycle", which is version 1.0, as shown in Figure 1.

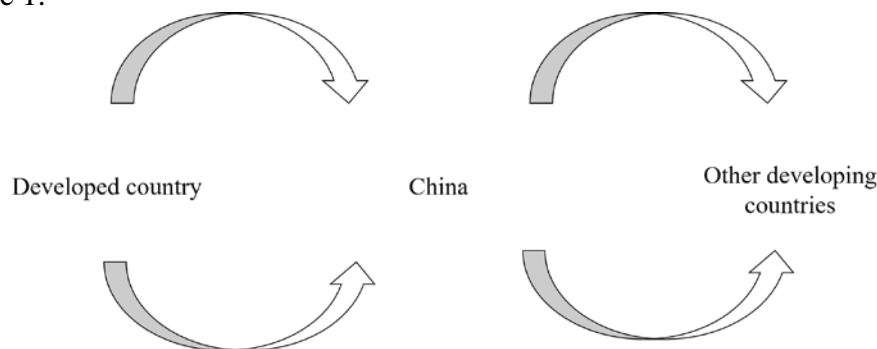


Figure 1 "Double Cycle 1.0" Pattern.

The economic and trade relations between China and Western countries constitute a cycle (the first cycle). China exports manufactured products to Western countries, and imports technology, capital, and various high-end service trades from the West. The economic and trade relations between China and other non-Western countries constitute another cycle (the second cycle). China exports manufactured products to developing countries in Asia, Africa and Latin America, and imports raw materials from the latter. The two cycles are linked through China. "According to the scholar's summary, its state is similar to an upside-down "number 8", and China is just in the middle of the connection point.



Figure 2 "Double Cycle 2.0" Pattern.

In this case, it is not surprising that high education has encountered another "ice age". When the original modernization process and legal order are interrupted, it is necessary to re seek a new order space. Huang Qifan proposed to comprehensively and accurately understand the connotation of "building a complete domestic demand system", and systematically understand the rich meaning of "domestic demand system" from the dimensions of what kind of foundation, what kind of conditions and what kind of mechanism are needed to form domestic demand. The means is to deepen the reform, speed up the dredging of the domestic circulation, and boost the international economic circulation with a high level of opening up. The new conceptual form of "Double cycle" can be regarded as a brand new version 2.0, which is dominated by inner cycle and combined with inner and outer cycle, as shown in Figure 2.

### **3.2. Suggestions on the development pattern of high education**

Considering the objective reality of the development of high education, the board of directors of the university should be composed of enterprises, economic groups, important social function institutions, and eminent personalities of education that participate in the joint running of the school. Its main responsibilities are: formulating and deciding the development plan of the school, coordinating the relationship between the school and the society and various employers, raising school funds, clearing the channels of talent flow, and proposing student training plans. Its fundamental task is to coordinate relations, clarify benefits, solve problems, and help each other develop. The ultimate goal is to build a mechanism that adapts high education to the development of the socialist market economy.

Governments at all levels should earnestly attach importance to and develop education. Through deepening reform, adjusting the structure, increasing social investment in running schools, and establishing a multi-level school running pattern suitable for social, political, economic, scientific, technological and cultural development as soon as possible.

The pattern of high education development shows obvious levels and pluralism. It is not only the inevitable embodiment of the multi-level development of social politics, economy, science and technology and culture, but also the inevitable requirement of the multi-level and diversified development of market economy, science and technology. The construction of high education development pattern will undoubtedly promote the prosperity and development of politics, economy, science and technology and cultural construction.

To train talents in high education, it is necessary to realize the most basic "cultural value" of education, but also to realize the necessary "economic value" of education. The beneficiaries of "economic value" are the country, society, schools, and individual students. Therefore, in the construction of high education institutions, the responsibilities of the country, society, schools, and student families must be reflected, that is, the country, society, school, and student families. All must invest in education.

The overall goal of the development pattern of high education is: first, in the next five to ten years, we should basically form a reasonable pattern in which the central, provincial and social parties have no funds to run schools and initially adapt to the development of social politics, economy, science, technology and culture. Second, change the situation of relying on government investment to run education, gradually form a mechanism of partial government investment and social multi-channel fund-raising to run schools, and establish a management system in which the position, value, power and interests of high education organizers, managers and scholars are consistent.

## **4. Conclusions**

In a word, the thinking of "Double cycle" should gradually extend from the political and economic field to the development of high education. At present, the epidemic situation is changing the pattern of world trade and production, and it also causes the imbalance of high education cooperation order. High education is facing a new pattern of "Double cycle", so it has to consider the reform strategies to deal with trade friction and sudden outbreak of epidemic situation. Today's

"Double Cycle 2.0" pattern has become a reality for high education. Although the demand for international talents will still occupy the mainstream, what is needed more is the reconstruction of the knowledge and talent supply chain. In addition, development and opening up are the directions that high education should adhere to in the future. Only by forming effective spiritual interaction with the country and the world, can high education be conducive to the circulation of various resources and effectively improve the development quality of high education. Give full play to the guiding role of educational evaluation reform, and lead the reform of high education governance concept and governance mode, development concept and development mode, school running concept and school running mode, education concept and education mode. Adhere to the track of the rule of law, promote the modernization of high education governance system and governance capacity, effectively ensure the systematicness, standardization and coordination of high education governance system, maximize the consensus on Reform in all aspects, and most effectively safeguard fairness and justice. In order to get ahead of the trend, grasp the opportunity of development and achieve new achievements, the development of high education must also move with the trend, advance with the trend and stand up for the trend, carry out scientific prediction and planning, and rationally adjust the layout structure. We look forward to a healthier development of high education and play a new and greater role in realizing a well-off society in an all-round way and improving the quality of national economic and social development.

## References

- [1] Jia Xiuxian, Qi Wunian. The construction of the high education system of the Chengdu-Chongqing double-city economic circle: foundation and path[J]. Chongqing Higher Education Research, 2020, v.8; No.47(05):34-45.
- [2] Li Jing, He Shengsheng, LI, et al. Research on the Spatial Differences in the Development Level of China's Higher Education[J]. Western Forum, 2017, 05(v.25):76-84.
- [3] Wen Wen, Zhou Jingbo. Research on the influence mechanism of my country's high education regional distribution structure[J]. Higher Education Research, 2019, v.40; No.296(10):33-39+49.
- [4] Xia Bin. Ten suggestions and three bottom lines for building a new dual-cycle development pattern [J]. New Finance, 2020, No.381(10):5-9.
- [5] Zhang Ming. How to systematically and comprehensively understand the new development pattern of "double cycles"? [J]. Journal of Liaoning University (Philosophy and Social Sciences Edition), 2020, v.48; No.286(04): 2+7- 14.
- [6] Bie Dunrong, Yi Mengchun. The trend of popularization and the development pattern of world high education: An analysis based on relevant data from the UNESCO Institute of Statistics [J]. Educational Research, 2018, v.39; No.459 (04):137-145+151.
- [7] Su Ruoju. Research on the Evaluation of the Comprehensive Development Level of Higher Education in my country [J]. Think Tank Times, 2019, 000(042): P.211-212.
- [8] Guo Qiang. Research on the construction of regional characteristics of Sino-foreign cooperative education in high education[J]. Educational Theory and Practice, 2017(33):5-8.