

A Probe into the Structural Reform in the Supply side of Continuing Education in Universities

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ABSTRACT. As a breakthrough in various innovation-driven development strategies, the supply-side structural reform thinking in the economic field can be applied to the field of continuing education in colleges and universities. For the supply-side reform of continuing education in colleges and universities, there are also problems such as overcapacity, lagging management system and insufficient innovation. Continuing education is an important part of the whole education system, and it is a must for people to receive lifelong education and build a learning society. Continuing education can develop people's knowledge potential, maintain and appreciate human resources, improve people's knowledge literacy and ability, and play an important role in promoting the construction of a learning society. The supply side reform of continuing education in colleges and universities must be based on the in-depth study and grasp of the demand side. How to connect the supply and the demand of continuing education in colleges and universities, so as to provide accurate and targeted continuing education services through reform is the common issues faced by the educators and administrators.

KEYWORDS: Supply-side structural reform, Continuing education, Social construction

1. Introduction

The supply-side structural reform is based on improving the quality and efficiency of supply, using reform to promote structural adjustment, correcting the distortion of factor configuration and the mismatch between supply and demand structure, and expanding effective supply and mid-to-high-end supply. As an important part of the higher education system, continuing education in colleges and universities is an effective way to build a lifelong education system, a learning society, and promote the overall development of people. It has an important impact on serving economic development and social progress [1]. The supply-side reform in the economic field is bound to lead the continuing education reform in universities. With the in-depth development of the popularization of higher education, the development of continuing education in colleges and universities has also shown the characteristics of a new era such as the slow development speed and the increasingly accelerated structural adjustment [2]. The country's goal of accelerating supply-side reforms is to eliminate backward production capacity, accelerate economic structural adjustment and increase the production efficiency of all factors, and then promote the stock adjustment of economic and social development to stimulate social vitality. Today, the knowledge economy is becoming more and more important. To continuously improve the level of professional technology and improve the knowledge structure, so that our knowledge system can keep pace with the times, we must constantly recharge and meet the needs of society [3]. Continuing education can develop people's knowledge potential, maintain and appreciate human resources, improve people's knowledge literacy and ability, and play an important role in promoting the construction of a learning society [4].

Supply-side reform aims to eliminate inefficient production capacity, promote structural adjustment, improve total factor productivity, promote stock adjustment through incremental reform, and revitalize development vitality. Supply-side structural reform can not only improve the adaptability and flexibility of supply structure to demand changes, improve total factor productivity, but also optimize factor allocation, achieve a higher level of supply and demand balance, better meet the needs of the broad masses of the people, and promote sustained and healthy economic and social development [5]. As a quasi-public product, continuing education in colleges and universities also follows the relationship between supply and demand in the general market. With the development speed falling precipitously and the demand side power showing fatigue, the supply side reform has become a new idea for the reform and development of continuing education in colleges and universities [6]. As a quasi-public product, the supply and demand process of continuing education in colleges and universities must also follow the general laws of market economy. Under the circumstances of slow development and weak demand side, vigorously promoting the supply-side reform of continuing education in colleges and universities is an important strategy to promote the transformation of continuing education in colleges and universities in the new era [7]. The supply-side reform of continuing education in colleges and universities

must be based on the in-depth study and grasp of the demand side, adhere to the problem and provide high-quality continuing education resources, so as to meet the needs of the vast number of people.

2. Analysis of Supply side and Demand side of Continuing Education in Colleges and Universities

2.1 The Lagging Behind of the Development System of Continuing Education in Colleges and Universities

Compared with the supply-side reform of other industries, the supply-side reform of continuing education in colleges and universities has its particularity. The supervision concern of colleges and universities is the full-time general higher education, and the focus of continuing education is only on the import and export. The entrance pays attention to the scale of students, while the export pays attention to the issuance of certificates. For the intermediate teaching process, both teachers and students have no pressure and motivation, and the teaching goes through the motions and supervision is absent. From the external environment of continuing education in colleges and universities, its market share and the number of students have dropped significantly. Except for some force majeure, the supply side of continuing education in colleges and universities has some difficulties [8]. Continuing education in colleges and universities was conceived in the planned economy era, which met the needs of basic technical personnel training in the early stage of the construction of New China. It took the lead for a time with low threshold and high employment rate, but it also had a profound brand of the times and bright administrative color. The key to the success of the supply-side reform of continuing education in colleges and universities lies in the in-depth study and grasp of the demand side, and in adhering to the market orientation, rather than the subjective imagination and wishful thinking of college administrators. Continuing education in colleges and universities also plays an important leading role in social needs. Only by fully studying the supply and demand of continuing education in colleges and universities can we provide better and multi-level continuing education.

2.2 The Lack of Innovation in Continuing Education in Colleges and Universities

The perfect balance between market supply and demand can never be achieved, and there is a certain difference between them. It is normal to have a certain degree of fluctuation. Since the development of market economy, colleges and universities have successfully reformed and become the mainstream of academic education market in one fell swoop. As a substitute, continuing education in colleges and universities has the determination to reform, constantly trying to change with the trend and seek new development opportunities. The products provided by continuing education in colleges and universities are not only quasi-public products, but also special educational products. In theory, there is no surplus problem in providing corresponding educational services for different demanders. However, under the condition that the resources of continuing education in colleges and universities have not been utilized to the maximum extent, a large number of production materials such as educational hardware facilities, software equipment and human resources have been idle, which leads to implicit or explicit surplus problems in the capacity of continuing education in colleges and universities. In the non-ideal state, the supply and demand of products can never be perfectly consistent, and it is normal to fluctuate slightly between supply and demand [9]. The old system, which trapped the continuing education of colleges and universities, borrowed the management framework of ordinary colleges and universities, but did not form its own development model. The industry in the front line of construction knows best the construction needs of countries along the route and the matching talent needs. Therefore, strengthening the cooperation between supply and demand requires not only the industry to transmit the talent demand information to universities in time, but also the educators in universities to actively work with the industry to formulate suitable talent training standards.

3. Feasible Measures of the Supply side Reform in the Continuing Education in Colleges and Universities

In the Internet age, the half-life of knowledge and technology becomes shorter, and the update speed is accelerating day by day. Enterprises, individuals, governments, communities and other subjects gradually realize the importance of continuing education, and the demand for lifelong learning becomes stronger and stronger. In the new era, the development of continuing education in colleges and universities should enhance the docking degree with the market, change from academic education to non-academic education, and enhance non-academic training. It is the change of demand side that causes the imbalance between supply and demand, while the supply side fails to take into account the requirements of demand side, resulting in oversupply and overcapacity. Faced with this situation, in order to achieve sustainable development of continuing education in colleges and universities, promoting its connotative growth has become the main purpose of its reform. China's continuing education in colleges and universities has comparative industrial advantages for developing countries along the route. Popularizing high-quality production capacity such as teaching experience and educational resources of continuing education in colleges and universities in China can

promote the rapid development of continuing education in colleges and universities and train available talents for their economic construction. In order to develop the continuing education in colleges and universities, it is necessary to continuously improve the quality of supply factors. On the one hand, it is necessary to continue to play the role of hardware resources such as land elements, and at the same time, it is more important to improve the quality of innovation, capital, labor and other elements.

Considering the faculty strength, colleges and universities have more advantages than the society in terms of teacher resources. If excellent training teachers are operated as a team, students are expanded from inside to outside and from local to outside, their performance is linked with the benefits of continuing education, and the teaching quality is strictly controlled, it may be possible to open up the current calm situation after a round of word of mouth. After years of development, the historical mission of academic degree compensation for continuing education in colleges and universities has been completed, the market of academic degree compensation has begun to return to rationality, and non-academic training has become the main demand of continuing education market [10]. The teachers of continuing education in colleges and universities are mostly from employees of enterprises and industries, except for some from colleges and universities. These part-time external teachers have rich experience and practical skills in the industry, and their basic theoretical knowledge is also excellent. The continuing education department of colleges and universities should consciously serve the local economic construction, strengthen cooperation with other universities, governments, enterprises and social training institutions, expand the audience of continuing education, constantly improve the effective carrier of serving the society, and enhance the interaction between academic education and non-academic education and local departments. Continuing education in colleges and universities should build a high-quality professional system, establish professional groups and chains, realize seamless connection, further improve academic education and non-academic education, and take high-quality professional construction as the core carrier to realize the effective connection between industry chain, continuing education professional chain, talent demand chain and supply chain.

4. Conclusion

In the new era, colleges and universities should have great responsibilities take new actions, and provide high-quality continuing education for people, which is an important part of a better life. In the tide of the transformation of continuing education in colleges and universities, each school will find its own core characteristics and realize differentiated development, which will make the whole ecology of continuing education in colleges and universities more balanced. Continuing education in colleges and universities should give full play to the advantages of professional disciplines and high-quality continuing education resources, fully mobilize social forces to participate in the diversified supply of continuing education services through market mechanism, and connect the supply-side structural reform of continuing education in colleges and universities with its demand side. In the non-ideal state, the supply and demand of products can never be perfectly consistent, and it is normal for the supply and demand to fluctuate slightly. Innovation is an important breakthrough and focus of supply-side reform. By analyzing innovative elements with innovative thinking, we can realize the innovation of supply system, supply content, supply mode and supply mode, and further promote the supply-side reform of continuing education in colleges and universities to stimulate vitality and kinetic energy. Strengthening the cooperation between supply and demand not only requires the industry to transmit the information of talent demand to colleges and universities in time, but also requires the educators of colleges and universities to actively work with the industry to formulate suitable talent training standards.

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