Theoretical Support of Higher Education for the Development of New Quality Productivity

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Abstract: This study explores the theoretical support of higher education for the development of new quality productivity. It focuses on the role of higher education in cultivating innovative talents, promoting technological progress, and driving social development. By systematically reviewing and analyzing relevant domestic and international literature, the paper examines how higher education can enhance students' innovation and practical abilities through curriculum reform, research innovation, industry-academia collaboration, ecological ethics education, think tank development, and comprehensive education. Initially, the concept of new quality productivity is defined, highlighting its characteristics and connotations under the influence of informatization, intelligence, and greening. The paper then analyzes the specific roles implementation paths of higher and education in this context. The findings indicate that higher education is crucial for new quality productivity development by fostering innovative thinking and practical skills through curriculum and research reforms, facilitating technology transfer via industry-academia collaboration, enhancing environmental awareness through ecological ethics education, providing decision-making support via think tanks, and cultivating comprehensive qualities and innovation capabilities through holistic education. The study concludes that under the guidance of the Two Sessions spirit and current societal trends, higher education should further its role in advancing new quality productivity, thus supporting sustainable social development and technological progress. This paper offers a systematic theoretical framework and practical guidance for the theoretical support of higher education in the development of new quality productivity.

Keywords: Higher Education; New Quality Productivity; Innovative Talents; Ecological Ethics Education; Comprehensive Education

1. Introduction

1.1 Research Background and Significance

The role of higher education in modern society is undergoing profound changes. With the rapid advancement of informatization, and greening, intelligence. the global productivity structure is also changing rapidly. In this context, new quality productivity has become the core driving force for high-quality economic and social development. As an important base for knowledge innovation and talent cultivation, universities' adjustment of their educational models and content will inevitably play a significant role in promoting the development of new quality productivity. At the national policy level, China has repeatedly proposed specific requirements for innovation-driven development, green development, and the strategy of strengthening the country with talents during the "Two Sessions," emphasizing the importance of education in social development and economic transformation. Higher education not only undertakes the mission of cultivating highquality talents but also plays an important role in scientific research innovation and industrial upgrading. Exploring the theoretical support of higher education for the development of new quality productivity has important theoretical

1.2 Review of Domestic and International Research Status

value and practical significance.

Domestic scholars generally believe that

higher education plays an important role in the development of new quality productivity. Jiang Zhaohui and Jin Ziwei (2024) pointed out the theoretical logic and practical path of education empowering new quality productivity, emphasizing the importance of higher education in cultivating innovative talents, promoting technological progress, and facilitating social development. They believe that universities should enhance students' innovation and practical abilities through curriculum reform, scientific research industry-academia innovation, and promoting collaboration, thereby the development of new quality productivity. Zhang Shuyao (2024) studied the strategies for improving the social adaptability of marketing talents in universities under the requirements of new quality productivity development and proposed a moderated mediation model. She believes that universities should focus on cultivating students' social adaptability to better cope with the challenges brought by rapidly changing market environments and technological advancements. This research provides theoretical support for the specific practice of higher education in the development of new quality productivity. Dong Qingqing (2024) studied the problems and countermeasures of ecological ethics education in universities, pointing out that under the perspective of new quality productivity, the importance of ecological ethics education is increasingly prominent. She believes that universities should strengthen ecological ethics education, cultivate students' environmental protection awareness and sustainable development concepts, and thus promote the development of green productivity. This research provides theoretical support for the ecological dimension of higher education in the development of new quality productivity. Liu Songdi (2020) studied the problems and development paths of the construction of educational think tanks in local universities in Yunnan Province, pointing out the important role of educational think tanks in the development of new quality productivity. He believes that universities should build highlevel educational think tanks to provide decision-making consultation and intellectual support, thereby promoting the development of new quality productivity. This research provides theoretical support for the

construction of think tanks in higher education in the development of new quality productivity. Han Wenlong, Dong Xinwei, and Tang Xiang (2024) studied the dialectical relationship and path practical between new quality productivity and green development, pointing out the important role of higher education in promoting the development of green productivity. They believe that universities should strengthen green education and scientific research innovation, cultivate students' green development concepts and practical abilities, and thus promote the development of green productivity. This research provides theoretical support for the green dimension of higher education in the development of new quality productivity. Pang Jianping (2024) studied the theory of comprehensive human development of Marxism and the comprehensive development education of college students, pointing out the comprehensive development dimension of higher education in the development of new She believes quality productivity. that universities should cultivate students' comprehensive qualities and innovative abilities through comprehensive development education, thereby promoting the development of new quality productivity. This research theoretical provides support for the comprehensive development of higher education in the development of new quality productivity.

International scholars generally believe that higher education plays an important role in the development of new quality productivity. Many studies point out that universities should enhance students' innovation and practical abilities through curriculum reform, scientific research innovation, and industry-academia thereby promoting collaboration. the development of new quality productivity. For example, American universities like Stanford University and the Massachusetts Institute of Technology have set up innovation labs and entrepreneurship incubators, cultivating a large number of innovative talents and providing strong support for the development of new quality productivity. International scholars also focus on the relationship between higher education and social adaptability. Many studies point out that universities should focus on cultivating students' social adaptability to better cope with the challenges brought by

rapidly changing market environments and technological advancements. For example, British universities like Oxford University and Cambridge University have set up career development centers and university-enterprise cooperation projects to help students improve their social adaptability, providing strong support for the development of new quality productivity. International scholars also emphasize the importance of ecological ethics education in universities. Many studies point universities should strengthen out that ecological ethics education, cultivate students' environmental protection awareness and sustainable development concepts, and thus promote the development of green productivity. For example, German universities like the University of Heidelberg and the University of Munich have set up environmental science and sustainable development courses, cultivating a large number of talents for green development, providing strong support for the development of new quality productivity. International scholars also focus on the importance of construction educational think tank in universities. Many studies point out that universities should build high-level educational think tanks to provide decisionmaking consultation and intellectual support, thereby promoting the development of new quality productivity. For example, American universities like Harvard University and Yale University have set up high-level educational think tanks, providing a large amount of decision-making consultation and intellectual support for the government and enterprises, providing strong support for the development of new quality productivity. International scholars also focus on the relationship between higher education and green development. Many studies point out that universities should strengthen green education and scientific research innovation, cultivate students' green development concepts and practical abilities, and thus promote the development of green productivity. For example, Swedish universities like Lund University and Uppsala University have set up green technology and sustainable development research centers. cultivating a large number of talents for green development, providing strong support for the development of new quality productivity. International scholars also focus on the relationship between higher education and

comprehensive development. Many studies point out that universities should cultivate comprehensive qualities students' and innovative abilities through comprehensive development education, thereby promoting the development of new quality productivity. For example, Canadian universities like the University of Toronto and McGill University have set up comprehensive quality education courses and innovation and entrepreneurship projects, cultivating a large number of talents for comprehensive development, providing strong support for the development of new quality productivity.

Under the guidance of the spirit of the Two Sessions, the role of higher education in the development of new quality productivity has become more clear. The spirit of the Two Sessions emphasizes the innovation-driven development strategy, requiring higher education to play a greater role in cultivating innovative talents, promoting technological progress, and facilitating social development. At the same time, the spirit of the Two Sessions also emphasizes green development and sustainable development, requiring higher education to make more efforts in ecological ethics education and green development. Current social hotspots such as artificial intelligence, big data, blockchain, and other emerging technologies also pose new requirements for higher education. Universities should cultivate students' innovation and practical abilities in these emerging technology fields through curriculum reform and scientific research innovation, thereby promoting the development of new quality productivity.

1.3 Research Questions and Objectives

This research aims to explore the theoretical support of higher education for the development of new quality productivity, analyzing the role of higher education in cultivating innovative talents, promoting technological progress, and facilitating social development. The research objectives include: clarifying the concept and characteristics of new quality productivity, exploring the multidimensional role of higher education in the development of new quality productivity, and theoretical proposing specific support frameworks and practical paths in combination with current social hotspots and the spirit of the Two Sessions.

1.4 Research Methods and Approach

This paper adopts the literature research method. systematically exploring the theoretical support of higher education for the development of new quality productivity by reviewing and analyzing relevant domestic and international literature. The research content covers multiple aspects such as university curriculum reform. scientific research innovation, industry-academia collaboration, ecological ethics education, educational think tank construction, and comprehensive development education, aiming to provide a systematic theoretical framework and practical guidance for the theoretical support of higher education in the development of new quality productivity.

2. Concept and Characteristics of New **Quality Productivity**

2.1 Definition of New Quality Productivity

New quality productivity refers to the qualitative transformation in the form and structure of productivity driven by emerging technologies and concepts such as informatization, intelligence, and greening. It not only includes the transformation of traditional means of production and forms of labor but also encompasses improvements in knowledge, technology, management, and ecology. Unlike traditional productivity, new quality productivity emphasizes innovationdriven development, technological progress, and ecological sustainability, serving as a new engine for modern economic growth.

2.2 Development Background of New **Quality Productivity**

Since the 21st century, with the acceleration of globalization and technological advancements, the global economic landscape has undergone profound changes. The information technology revolution, rapid development of artificial intelligence, and the application of emerging technologies such as big data and blockchain have posed unprecedented challenges and opportunities to traditional production modes and structures. Countries around the world are increasing their investment in innovation and research, striving to gain advantageous positions in the new round of global competition. In this context, new quality

productivity has emerged as a significant driving force for high-quality economic and social development. For instance, guided by the spirit of the "Two Sessions," China has proposed an innovation-driven development strategy, emphasizing the development of technological innovation and the knowledge economy. Universities, as the main bases for cultivating innovative talents and scientific research, play a crucial supporting role in the development of new quality productivity through the transformation of their educational models and content.

2.3 Characteristics and Connotations of New Ouality Productivity

New quality productivity has the following notable characteristics:

Firstly, innovation is the core characteristic of new quality productivity. Unlike traditional productivity, which relies on natural resources and labor input, new quality productivity depends more on knowledge innovation and technological progress, continuously improving production efficiency and product quality through scientific research and technological applications.

Intelligence is a significant hallmark of new quality productivity. The widespread application of artificial intelligence, the Internet of Things, and big data technologies has greatly increased the automation and intelligence levels of production processes, significantly reducing production costs and improving efficiency.

Greening is an inevitable trend in the development of new quality productivity. Against the backdrop of global climate change and increasing environmental pressures, new quality productivity emphasizes ecological sustainability. achieving а harmonious combination of economic development and environmental protection through energysaving, emission reduction, and environmentally friendly technologies.

Openness is a major characteristic of new quality productivity. In the context of a globalized economy, international cooperation and competition are becoming closer. The development of new quality productivity requires an open and inclusive attitude, enhancing competitiveness and innovation capabilities through cross-border knowledge exchange and technological cooperation.

3. The Role of Higher Education in the Development of New Quality Productivity

3.1 Curriculum Reform and Innovative Teaching in Higher Education

Higher education plays a significant role in enhancing students' innovation and practical abilities through curriculum reform and innovative teaching. Traditional education models focus on knowledge transmission, while modern education emphasizes students' autonomous learning and innovation capabilities. Curriculum reform in universities aims to break down disciplinary barriers and enhance students' comprehensive qualities and application abilities practical through interdisciplinary course offerings. Practical teaching and innovation and entrepreneurship education have become important directions in curriculum reform.

For example, the Massachusetts Institute of Technology (MIT) has established "innovation workshops" to provide interdisciplinary project training and research practice opportunities, helping students develop innovative thinking and practical skills. Domestically, universities like Tsinghua University and Peking University are also actively promoting curriculum reform, offering innovation and entrepreneurship courses and interdisciplinary projects to cultivate students' innovation awareness and practical abilities.

Through curriculum reform, universities not only enhance students' comprehensive qualities but also provide a continuous stream of innovative talents for the development of new quality productivity. The key to innovative education lies in cultivating students' critical thinking, creativity, and independent problemabilities. solving thereby promoting technological progress and productivity development.

3.2 Scientific Research Innovation and Technological Advancement in Higher Education

As important bases for scientific research innovation, universities play a crucial role in the development of new quality productivity through their research activities. University research is not limited to theoretical studies but also focuses on the transformation and application of scientific achievements. By establishing research centers and technology parks, universities provide excellent research environments and innovation platforms for teachers and students, encouraging them to conduct original research and technological development.

For example, Stanford University's Silicon Valley technology park attracts numerous tech companies, becoming a global hub for technological innovation. Through universitycooperation and technology industry incubation, it has promoted the application and popularization of numerous high-tech advancements, significantly contributing to the development of new quality productivity. Domestically, universities like Tsinghua University and Zhejiang University are also actively promoting research innovation and technology transfer, fostering technological progress and productivity development through the establishment of innovation centers and technology business incubators.

Scientific research innovation in universities relies not only on research facilities and funding support but also on cultivating research talents with innovation capabilities and practical experience. By attracting top talents from home and abroad, universities can enhance their research strength and innovation capabilities, providing strong support for the development of new quality productivity.

3.3 University-Industry-Research Collaboration in Higher Education

University-industry-research collaboration is an important pathway for universities to promote the development of new quality productivity. Through cooperation with enterprises research and institutions. universities can transform scientific research achievements into actual productivity, driving technological economic progress and development. University-enterprise cooperation not only provides talent support and technical services for enterprises but also offers practical platforms and funding support for university research, creating a win-win situation.

For example, Germany's "dual system" education model combines theoretical learning with practical operations, cultivating a large number of high-quality talents with practical abilities. In China, cooperation between Tsinghua University and Huawei, through jointly established research projects and laboratories, has driven the development of 5G and artificial intelligence technologies.

University-industry-research collaboration not only facilitates the transformation and application of scientific research achievements but also enhances students' practical abilities and social adaptability. By participating in enterprise internships and research projects, students can apply theoretical knowledge to real-world problems, improving their problemsolving and innovation abilities. This provides important talent support and technical reserves for the development of new quality productivity.

4. Higher Education and Ecological Ethics Education

4.1 Necessity of Ecological Ethics Education With the increasing severity of global environmental issues, the importance of ecological ethics education in higher education is becoming more prominent. The development of new quality productivity not only pursues economic benefits but also emphasizes ecological sustainability. As important bases for knowledge innovation and talent cultivation, universities should cultivate students' environmental protection awareness and sustainable development concepts through ecological ethics education.

Ecological ethics education aims to help students understand the relationship between and the natural environment. humans establishing ecological moral concepts and sustainable development ideas. In the context of global climate change and increasing environmental pressures, the importance of ecological ethics education cannot he overstated.

4.2 Current Status and Problems of Ecological Ethics Education in Higher Education

Despite the increasing emphasis on the importance of ecological ethics education, there are still many problems in its actual implementation. The curriculum setting and teaching content of ecological ethics education are relatively outdated, lacking systematic and scientific approaches. Many universities' ecological ethics education courses remain at the theoretical level, lacking practical guidance and case analysis. The professional level and ability of the faculty teaching need improvement. Ecological ethics education requires interdisciplinary knowledge backgrounds and comprehensive qualities, and many teachers lack sufficient knowledge and skills in this area, affecting the effectiveness of teaching. Students' environmental awareness and action capabilities need strengthening. Although most students theoretically recognize the importance of ecological ethics education, there is still a significant gap in actual actions, lacking effective incentive mechanisms and practical opportunities.

4.3 Improvement Paths for Ecological Ethics Education in Higher Education

To enhance the effectiveness of ecological ethics education, universities should take measures. Optimize curriculum various settings and teaching content, establish a ecological systematic ethics education curriculum system, combine practical cases and guidance, and enhance the practicality and attractiveness of courses. Improve the professional level and teaching ability of the faculty. Through training and exchanges, enhance teachers' ecological ethics literacy and teaching abilities, encourage teachers to conduct interdisciplinary research and teaching innovation, and strengthen the effectiveness of ecological ethics education. Strengthen students' environmental awareness and action capabilities. By organizing environmental protection activities and social practices, stimulate students' enthusiasm for environmental protection and sense of social responsibility, create an ecological campus culture, and foster a good learning and practice environment.

5. Construction of Educational Think Tanks in Higher Education and Decision Support

5.1 Definition and Functions of Educational Think Tanks

Educational think tanks are specialized institutions within universities dedicated to educational research and consulting, aimed at providing decision support and intellectual services to governments, enterprises, and society. Through scientific research, policy analysis, and practical guidance, educational think tanks offer theoretical foundations and practical support for educational reform and development, serving as a crucial intellectual safeguard for promoting the development of new quality productivity.

Educational think tanks have the following main functions: first, decision consulting. By conducting policy research and consulting services, educational think tanks provide scientific bases and intellectual support for government and enterprise decision-making. Second, theoretical innovation. Educational think tanks lead educational development trends and innovation directions by conducting forward-looking research and theoretical exploration, enhancing the quality and level of education. Third, knowledge dissemination. Through publishing academic works and research reports, educational think tanks disseminate scientific knowledge and advanced concepts to society, promoting social progress and common development.

5.2 Current Status and Challenges of Educational Think Tanks in Higher Education

Despite the significant role of educational think tanks in the development of new quality productivity, they still face numerous challenges in their actual development. The research level and social influence of educational think tanks in higher education are relatively insufficient. Although manv universities have established educational think tanks, there is still considerable room for improvement in their research level and social influence. The lack of professional talent is another challenge. Educational think tank research requires high-level talents with comprehensive qualities and professional backgrounds, but currently, there is a relative scarcity of such talents in higher education think tanks, affecting research quality and consulting effectiveness. Insufficient funding and resource support is another issue. Educational think tanks' research and consulting activities require adequate funding and resource support, but the current support from higher education institutions in this regard is relatively limited, constraining their development and growth.

5.3 Construction and Development Paths for Educational Think Tanks in Higher Education

The construction and development of educational think tanks in higher education require a multifaceted approach. Enhance research level and social influence. By conducting high-level scientific research and policy consulting, strengthen the research capabilities and social influence of educational think tanks, elevating their role and value in the development of new quality productivity. Strengthen the construction of professional talent teams. By introducing and cultivating high-level professional talents, enhance the research capabilities and consulting level of educational think tanks, promoting innovation and breakthroughs in educational research and decision consulting. Increase funding and resource support. Raise funds and resources through multiple channels to ensure the smooth conduct of educational think tanks' research and consulting activities, enhancing contributions their and roles in the development of new quality productivity.

6. Comprehensive Development Education and Cultivation of Innovative Talents

6.1 Marxist Theory of Comprehensive Human Development

The Marxist theory of comprehensive human development emphasizes the holistic development of individuals in production and life, indicating that education should focus on the cultivation of individuals' comprehensive qualities and integrated abilities. In the context of the new era, comprehensive development education in higher education should align with the actual needs of social development, cultivating students' innovative consciousness and practical abilities, and promoting the development of new quality productivity.

The main content of comprehensive development education includes knowledge learning, skill training, ideological education, and social practice. Through multifaceted educational cultivation, enhance students' comprehensive qualities and innovative abilities, providing high-quality talent support for modern society and economic development.

6.2 Implementation of Comprehensive Development Education in Universities

The implementation of comprehensive development education in universities requires in-depth reform in curriculum setting, teaching

content, and educational models. First. optimize curriculum settings, establish a comprehensive education quality and innovation and entrepreneurship education system, and enhance the diversity and challenge of courses. Innovate teaching content and educational models. Through interdisciplinary education and practical teaching, enhance students' practical operation abilities and comprehensive qualities, cultivate their innovative thinking and problem-solving abilities. Emphasize ideological education and social practice. Through ideological and political education and social practice activities, enhance students' sense of social responsibility and practical abilities. cultivating comprehensive development talents with innovative spirit and practical skills.

6.3 Support of Comprehensive Development Education for the Cultivation of Innovative Talents

Comprehensive development education plays an important supporting role in the cultivation of innovative talents. Through systematic knowledge learning and skill training, enhance students' professional qualities and practical abilities, providing a solid foundation for the growth of innovative talents. Through ideological education and social practice, enhance students' innovative consciousness and sense of social responsibility, stimulate their innovative enthusiasm and practical motivation, cultivating high-quality talents with comprehensive qualities and innovative abilities. Comprehensive development education provides important talent support and intellectual safeguard for universities to promote the development of new quality productivity. By cultivating comprehensive development talents with innovative spirit and practical skills. universities provide a continuous source of power and support for modern society and economic development.

7. Conclusion

This study explores the theoretical support of higher education for the development of new quality productivity, providing detailed arguments from multiple aspects including curriculum reform, scientific research innovation, university-industry-research collaboration, ecological ethics education, educational think tank construction, and comprehensive development education. The research indicates that higher education plays an irreplaceable important role in the development of new quality productivity, enhancing students' innovative and practical abilities through various means, providing significant support for the development of new quality productivity.

In the future, higher education should continue to play an important role in the development of new quality productivity. By deepening curriculum reform and teaching innovation, enhance students' comprehensive qualities and innovative abilities. By strengthening scientific research innovation and technology transfer, promote technological progress and productivity development. By focusing on ethics education and green ecological development, promote sustainable economic and environmental development. By enhancing educational think tank construction and decision support, improve social service capabilities and influence. By cultivating comprehensive development talents with innovative abilities, universities provide highquality talent support for modern society and economic development.

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