

Analysis of Yunnan Higher Education Reform Based on Industrial Value Chain

The Example of Trade Economics Major in Yunnan College of Business Management

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Abstract—The current re-industrialization policies in developed countries have led to the restructuring of the global industrial value chain; the China-inspired One Belt and One Road Initiative has realized regional industrial transformation and upgrading through international capacity cooperation, and reconstructed regional industrial value chains; China's domestic industries have shifted from the east region to the west region, the industrial value chain is also constantly being restructured. Due to its unique location advantages, Yunnan participates in industrial value chains at all levels. This paper takes the reconstruction of industrial chain as the starting point, analyzes the opportunities and challenges currently faced by Yunnan, and analyzes the reforms that should be carried out in Yunnan higher education based on the industrial chain. Finally, taking the trade economics major of Yunnan College of Business Management as an example, analyzed the relevant reforms of the trade economics major based on the restructuring of the industrial chain.

Keywords—*industrial value chain reconstruction; Yunnan higher education; trade economy major*

I. INTRODUCTION

The 13th Five-Year Plan for the Development of Education in Yunnan Province clearly states that “To achieve innovative development, foster new development momentum, expand new development space, and create an upgraded version of China’s economy, it is inevitable that the education system should be transformed and upgraded according to economic methods and industrial structure. The need for adjustment, the transformation of educational concepts, the optimization of educational layout, the scientific setting of disciplines, the promotion of collaborative innovation and technological innovation, the deepening of the integration mechanism of production, education and research, the renewal of the concept of personnel training, the innovation of talent training models, the reform of educational evaluation methods, the establishment of capabilities form a development-oriented education evaluation system.”

Education must serve the industry, especially in higher education. The current industrial structure has the following characteristics. From the international perspective, with the changes in the global competitive landscape and the

continuous transformation of the impact of the financial crisis, the economies of the world have shown signs of collective slowdown, and all countries have shifted their focus to adjusting their industrial structure. The development focuses shifts to low-carbon, energy-saving, green and environmental protection, etc., which rely on innovative high-tech industries and re-industrialization, and continue to move to the high-end of the industrial chain. From the domestic point of view, as China's economy has entered a new normal, the traditional power to support China's high-speed growth has been exhausted for a long time, the development space of traditional industries is shrinking, and the external environment is facing the continuous deterioration of Sino-US trade friction. The double squeeze of developing countries' catching up with China is also facing the danger of hollowing out the industry in the case of low-end industrial lock-up. From different regions in China, with the upgrading of the industrial structure in the east, the traditional labor-intensive and resource-processing industries are gradually shifting to the west. The western region has adopted various policies to attract funds, technology and talents from the east to achieve local industrial upgrading. The eastern and western regions present complementary industrial structure models.

The industrial structure is not static, but is constantly being adjusted and changed. Therefore, higher education must adapt to the needs of industrial restructuring. As far as Yunnan is concerned, the changes in industrial value chains caused by industrial restructuring and industrial upgrading in different regions of the international, domestic and domestic regions have raised different challenges for the development of Yunnan's industries. Yunnan higher education should adapt to the needs of changes in the industrial chain. Starting from the industry with comparative advantages in Yunnan, combined with eight key points and three green cards, the reform of higher education will be carried out in terms of personnel training, teaching content and teaching methods.

II. THE INDUSTRIAL VALUE CHAIN IN WHICH YUNNAN PARTICIPATES

According to the different scopes, the industrial value chain can be divided into global industrial value chain, regional industrial value chain and national industrial value

chain. According to the definition of the United Nations Industrial Development Organization, the global value chain refers to a global cross-enterprise network that links production, sales, recycling and other processes to achieve the value of goods or services, involving the procurement and transportation of raw materials, the production of semi-finished and finished products, and Distribution, through the entire process of final consumption and recycling. Companies in the value chain that are currently globally distributed carry out various value-added activities from design, product development, manufacturing, marketing, delivery, consumption, after-sales service, and final recycling. The global industrial value chain is an industrial division of labor on a global scale, and China is currently facing a low-end lock.

The regional industrial value chain refers to a chain-like industrial organization system based on division of labor and cooperation, with industrial linkage as the link and enterprise as the main body formed in a specific region. The regional industrial value chain is an industrial division of labor within the region. China has actively integrated into the countries along the Belt and Road through the Belt and Road Initiative. On the one hand, it has carried out international capacity cooperation to resolve domestic excess capacity, and on the other hand, through the export of industries with comparative advantages, construct a regional industrial value chain, moving from the low end of the global industrial value chain to the high end of the regional industrial value chain, and improving industrial competitiveness.

The national industrial value chain is based on the domestic market demand, and is the core link of the product value chain, such as the brand, the sales terminal channel and the independent research and development innovation capability. The national industrial value chain is an industrial division of labor within a country. China's economic development is obviously characterized by gradients. Beijing and Shanghai along the coast are close to the development level of developed countries, while Tibet and Gansu in the west are still at the level of developing countries. The industrial distribution also has obvious gradient characteristics. Therefore, with the adjustment of the national industrial layout and the change of local comparative advantages, the Chinese industry has shown a clear shift from the east to the west.

Yunnan participates in the global industrial value chain, regional industrial value chain and national industrial value chain with its unique geographical environment and location advantages. In the global industrial value chain, Yunnan is a low-end participant. Yunnan's industry is mainly based on resource processing, with obvious characteristics of "two heads outside, one head". It is affected by fluctuations in raw material prices and fluctuations in sales markets. In the regional industrial value chain, Yunnan has long used the location advantage and actively participated in the international trade along the Belt and Road, especially the South Asian and Southeast Asian countries, including the construction of overseas industrial parks and international projects. Due to geographical advantages, some industries, it has obvious comparative advantages in Southeast Asia and is

therefore in the middle and high-end position in the regional industrial value chain.

In the domestic industrial value chain, Yunnan has been at the low end of the industrial value chain, attracting funds, technology and industry in the east through various measures to drive the development of the province's industry and the upgrading of the industry. With the development of the eastern economy, on the one hand, some labor-intensive industries are specialized in Yunnan. On the other hand, with the improvement of environmental protection requirements, Yunnan's green hydropower has attracted the transfer of high-energy industries in the east. Yunnan's industry is undergoing transformation and upgrading in the process.

III. INTEGRATION OF HIGHER EDUCATION AND INDUSTRIAL VALUE CHAIN

Higher education must serve economic construction and industrial development. The content of higher education must be related to industry. In particular, the cultivation of applied talents must proceed from the industrial chain. Based on the industrial chain, design and plan the training programs for higher education, and teaching methods.

First, the content of higher education courses must be designed based on the industrial chain. Students must have the awareness of the industry chain when learning any professional knowledge. For example, if they are learning marketing, they must understand the relevant knowledge of logistics, procurement, financial management, etc. To learn international trade, they must understand e-commerce, marketing and logistics management. Professional knowledge, the design of professional courses must be based on the industrial chain, in order to have an overall understanding of the industry chain, students must master the overall concept, in order to understand the role of their profession in the entire industry chain, in order to truly learn the relevant professions know how.

Second, design module courses according to the industrial chain. The student's initial choice may be based on interest or even intuition, but his interest may change after he has an overall understanding of his chosen professional industry chain. For example, the possibility of learning logistics may be of interest to international trade. Based on the industrial chain to provide modular courses in international trade, through the modular curriculum, you can master the basic principles and practical skills of international trade, which can expand the knowledge of students on the one hand, and expand the employment of students on the other. Students can find jobs and jobs of their own interest in the industry chain to achieve employment.

Thirdly, courses designed according to the industrial chain should pay attention to the development of the current industry and the future development trend of the industry. With the coming of the information and intelligence era, various industries and industries are changing at a faster speed. As higher education, we should not only serve the current industry, but also focus on the future industry. On the one hand, based on the needs of society, some forward-looking courses should be integrated in advance. Therefore,

education cannot be separated from school-enterprise cooperation. On the other hand, frontier scientific research is carried out to study and judge the future development of the industry and make early layout. The development of education is inseparable from the cooperation between industry, universities and research institutes. So the design of the course can consider to the principle of three-thirds system, namely a third of the course that is associated with the current industry, for the practical application of knowledge and skills of teaching, and a third of the course for the industry development trend, such as the current informatization and intellectualization, the related curriculum system integrating related courses, and a third course to expand, depth of understanding and mastering the design course based on the industry chain.

Fourth, the teaching method must be adjusted based on the industrial chain. Higher education that is associated with the industrial chain, means not only must carry on the theory of teaching, cultivate students' ability to analyze and solve problems, and to strengthen the practice teaching, especially in the virtual and real projects pay equal attention to practice teaching, in addition to expand students' knowledge and application ability, also have to actively expand the second classroom, improve students' interpersonal communication and communication ability, from the current applied talents to make the transition to management personnel training. It is proposed to implement the principle of "three thirds system", that is, one third of the time is spent on theoretical teaching, one third on practical teaching and one third on the second class, including the teaching of cross-border knowledge. In this way, students can be truly connected with the industrial chain, and thus acquire application skills and management skills.

Fifth, Yunnan higher education must face three levels of industrial chain. The promotion of the global industrial value chain in the three-level industrial chain is the direction of future industrial transformation and upgrading and development. It is also the area that our current research needs to focus on, especially how to break through the low-end locking. The regional industrial value chain is being reconstructed. Based on its own comparative advantages, Yunnan can use the One Belt and One Road initiative to transfer the industrial chain from the low end to the high end and occupy the high point of the value chain. While the upgrading of domestic industrial value chain has been continuing, Yunnan province has made eight industries and three green CARDS by taking advantage of the opportunity of domestic industrial transfer and combining its own characteristics. At the same time, the three levels of the industrial chain is an organic whole, use the opportunity to transfer to a domestic industry, realize the industrial transformation and upgrading in Yunnan, which lay a foundation for effective participation in regional industry value chain reconstruction, in the occupied areas, on the basis of industry value chain, can we truly achieve the global industry value chain from low-end to high-end migration, real breakthrough low-end locking. The reform of higher education must closely combine the trend of industrial development, and enhance the comparative advantages of

Yunnan related industries by teaching students according to their aptitude and adapting to local conditions, so as to cultivate qualified talents for Yunnan related industries.

IV. REFORM PRACTICE OF TRADE ECONOMICS MAJOR IN YUNNAN COLLEGE OF BUSINESS MANAGEMENT

As a new applied major, the Trade and Economics Major of Yunnan College of Business Management has designed the talent training program and the curriculum system based on the industrial chain at the major application stage. Specifically, the following reform measures were taken:

First, major construction is based on the trade circulation professional group. The trade economy covers domestic trade and international trade, but trade is only a part of the industrial chain. The industry chain is related to marketing, logistics management and e-commerce. Therefore, the Yunnan College of Business Management is jointly built in majors group. We can establish a trade circulation major group, which includes four majors: trade economy, logistics management, marketing and e-commerce in accordance with "similar professional positions, similar subject base, similar technology platforms, similar training links, and similar employment fields". The overall principle of the trade circulation major group construction is to achieve professional construction according to the industrial chain.

Second, the course construction is based on the trade circulation specialty group. The core courses of trade economy are mainly based on international trade, including international trade theory, international trade practice, international document practice and international settlement. At the same time to that is associated with the industrial chain, e-commerce, logistics management, the core of marketing course is set to the module, so that students can not only master international trade related knowledge and ability, can grasp the industrial chain in other business module of knowledge and ability, but also can stimulate student's study enthusiasm, students can be based on personal preferences to select the relevant module courses.

Thirdly, training and practice construction are carried out based on the trade process professional group. The trade economy is based on the trade circulation industry chain for personnel training, so the practical training and internship construction is also based on the industry chain to design. The training course not only includes virtual projects, which are carried out on the basis of the comprehensive training platform of international trade in Nanjing Shige, but also includes real projects, which are delivered to students for real operation through the cooperation with local enterprises in Yunnan. Students practice is not limited to trade job at the same time, the school is based on professional group set up employment group, students can be interested in post on the industrial chain to participate in the internship, which can go to a foreign trade factory to production practice, also can go to a trade company in practice, you can also go to cross-border electricity companies to participate in logistics and sales practice.

Fourth is to establish relevant research institutes to follow the trend of industrial chain development. In order to keep up

with the trend of the development of the related industries, and the school on the one hand, with the introduction of experts, set up modern supply chain research, on the other hand through the university-enterprise cooperation, set up cross-border trade research center, from two areas of trade and logistics industry development trend for depth research, research based on production-teaching-research combination, namely relevant demand mainly from enterprises, relying on the research analysis of the demand of the enterprise and industry, provide consulting services for enterprises, and related research results into a part of the curriculum system, the existing talent training scheme and improve the curriculum system.

V. CONCLUSION

The combination of higher education and industrial chain is the trend of higher education reform and also an inevitable requirement. Higher education must serve the industry, not only serving the current industry, but also providing theoretical support and talent cultivation for the development of the industry. Currently, Yunnan province is faced with locking at the low end of the global industrial chain, and the process of reconstruction of the regional industrial chain and continuous upgrading of the domestic industrial chain. There are both opportunities and challenges, and new requirements have been put forward for the reform of Yunnan higher education. Yunnan higher education must be fit for the development of the current industry trends, implement the principle of three-thirds system, namely a third of the higher education must face the existing industry value chain, a third of the higher education must face reconstruction of a domestic industry value chain and the regional industry value chain, and a third to face the global industry value chain, from the point of teaching methods, at the same time a third attention to theory study, improve the students' theoretical knowledge, principle of ascension with the ability to analyze and solve problems, and a third to pay attention to study practice, improve the student beginning ability, and a third is used to develop the second classroom, Enrich students' ability of knowledge integration based on industrial value chain.

The trade economics major of Yunnan College of Business Management College takes the service of Yunnan industrial chain as the starting point, and builds the trade circulation professional group as the platform. Through the reform of the integration of industry, education and research, the curriculum and industry are connected, the talents and posts are docked, and the school and the enterprise are docked. A positive exploration of the reform of higher education in Yunnan is carried. The industry is constantly adjusting and optimizing, and the industrial chain is constantly changing. Yunnan's higher education reform is also a process of continuous adjustment and optimization, but in any case, it is always the starting point for reform to connect with the industry chain and serve related industries.

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