

"The Plan for Strengthening Basic Disciplines": Implementation Status, Challenges and Countermeasures

Xingzhi Tao^{1, a}

¹School of Public Administration, Sichuan University, Chengdu, 610000, China

^axingzhitreset@163.com

Abstract

As an important part of the reform of national college enrollment system in the new era and the new measure of independent college enrollment reform in China, the policy of the Plan for Strengthening Basic Disciplines originates from the comprehensive factors of external reform and internal drive, so it has both inheritance and specific breakthrough with the previous university enrollment policy, and has its unique characteristics in the orientation of reform, the subject of responsibility and the evaluation mechanism. At present, the implementation of the Plan for Strengthening Basic Disciplines is relatively scientific, orderly, positively and stable, and the implementation effect is more in line with expectations. However, a series of challenges cannot be ignored at the same time: for example, there exist some problems, such as the alienation of policies in talent selection in the pilot universities, the misalignment of subject demand matching caused by the pilot work in universities, the imperfect system design, the uneven quality of talent selection, and the stereotype that the process of talent training has fallen into a rigid pattern, and so on. Therefore, in order to continue to promote the safe implementation of the Plan for Strengthening Basic Disciplines, it is still necessary to emphasize the value orientation of the education equity guarantee policy; to innovate the top-level design of the policy to make up for the imperfections of the policy design; to gradually construct the quality assurance system for talent selection and training; and to reform the evaluation standards and implement follow-up evaluation.

Keywords

"The Plan for Strengthening Basic Disciplines"; Status Quo; Challenges; Coping strategies.

1. Introduction

At present, higher education has become one of the important factors that affect the competitiveness of all countries in the world, among which the cultivation of top-notch innovative talents is becoming more and more important. The industrial revolution and intelligent science and technology represented by artificial intelligence and 5G information technology have given birth to a new pattern of economic development and scientific and technological competition in the world, which highlights the importance of scientific and technological innovation, thus guiding the direction of deepening reform in the field of education and science and technology [1]. Based on the comprehensive factors of external change and internal drive, China needs to anchor higher talent positioning and train top-notch innovative talents in various fields [2].

In order to serve the major strategic needs of the country and strengthen the selection and training of top innovative talents, on January 14, 2020, the Ministry of Education issued the opinions on carrying out the pilot work of enrollment Reform in basic disciplines in some Colleges and Universities (Hereinafter referred to as "Opinions") [3]. The "Opinion" decided that

starting from 2020, it will no longer organize and carry out independent enrollment work in colleges and universities, but will take the construction of "first-class universities" as a pilot project to carry out enrollment reform in basic disciplines, focusing on key areas such as high-end chips and software, intelligent science and technology, new materials, advanced manufacturing, and national security, as well as the humanities and social sciences where there is a shortage of national talents, so as to provide reserve talents for major strategic areas of the country. Because the enrollment object is concentrated in the basic discipline, it is called "strong base plan". So far, 36 pilot colleges and universities have completed two years of enrollment.

2. Overview of The Plan for Strengthening Basic Disciplines

2.1. Policy Motivation

As a college entrance examination enrollment policy, the Plan for Strengthening Basic Disciplines is driven by the comprehensive driving factors such as responding to the needs of the state to select top innovative talents, taking fairness into account and promoting the individualized development of students, further standardizing the autonomy of college enrollment and running schools, deepening the reform of the college entrance examination system, and so on.

2.1.1. Respond to the Demand of Selecting Top Innovative Talents in the Country

At present, China's economy is developing rapidly and is realizing further industrial upgrading. The new round of scientific, technological and industrial revolutions triggered by artificial intelligence, big data, 5G and other information technologies are leading the formation of a new pattern of world economy and science and technology, which will be a major opportunity for China to march into a powerful country in science and technology in the world. From the international point of view, since the beginning of the 21st century, global scientific and technological innovation has entered an unprecedented period of intensive and active [4]. Nowadays, science and technology has become a "new battlefield" for competition from all over the world. The foundation of the development of science and technology lies in the research of basic disciplines, and one of the key points of university education is to strengthen the cultivation of talents in basic disciplines. In addition, the development of national comprehensive strength cannot be separated from the training of top-notch innovative talents in the scientific fields such as energy engineering, mechanical engineering, space engineering, bioengineering and so on. Therefore, it is particularly important to select and train talents who devote themselves to the research of basic disciplines in a scientific and effective way. The Plan for Strengthening Basic Disciplines is the response of college entrance examination talent selection and university education to the development of science and technology. It is committed to selecting and cultivating top innovative talents who are "determined to serve the major strategic needs of the country" for the country.

2.1.2. Taking into Account the Requirements of Fairness and Promoting the Individualized Development of Students

With the increasing maturity and soundness of the socialist market economic system, colleges and universities are objectively required to train various types of talents suitable for economic construction, and the unified form of college entrance examination has been unable to meet the needs of social and economic development. If we continue to adopt the absolute "unified" and "fairness" of the past, it may bring about a deeper level of "injustice." From the perspective of the theory of multiple intelligences, the traditional unified examination method only pays attention to a very small part of the intelligence structure of examinees. In addition, the unified college entrance examination model overemphasizes the evaluation function of scores, "only

number theory" ignores the development of examinees' personality, and trains a large number of test-oriented talents with strong executive power but lack of innovative vitality for the society, which may become the "bottleneck of human capital" for the sustainable development of social economy in our country [5]. The purpose of the independent enrollment policy is to change this situation and diversify the evaluation and selection of talents. The purpose of the Plan for Strengthening Basic Disciplines is to explore a system of participation, overall enrollment and training in colleges and universities, and to realize the organic combination of students' individual development and top-notch innovative talent training, so as to pay more attention to the dual requirements of the society that the selection of talents should take into account fairness and promote the individualized development of students.

2.1.3. The Need to Further Regulate the Autonomy of Enrollment in Universities

The participation of colleges and universities in enrollment is the only way to realize the independent selection of suitable talents in colleges and universities. Constantly promoting the reform of college entrance examination and optimizing the college entrance examination system is conducive to further standardizing the autonomy of college enrollment and running schools. In the past for a long time, the college entrance examination and colleges and universities have assumed the functions of selecting and cultivating talents respectively. However, with the rapid development of science and technology, especially the development of some advanced fields and the continuous refinement of social division of labor, social development needs more and more talents with special intelligent structure to participate. However, the unified way of college entrance examination has been unable to meet the needs of talent selection. In order to solve the contradiction between the singleness of selection mode and the specialization of social demand, colleges and universities can select talents according to the ability and quality needed by each major, and combine the intelligent structure characteristics of examinees to train them to the corresponding majors in order to solve the contradiction between the singleness of selection methods and the specialization of social needs. However, due to the deviation of some colleges and universities in the process of policy implementation, the development of the policy was once in a difficult position because of the self-enrollment policy tried out in the early stage [6]. The policy of independent enrollment has been alienated in the concrete implementation process of some colleges and universities, which has aroused social dissatisfaction. In this situation, colleges and universities urgently need a new institutional arrangement to standardize their autonomy in enrollment and reverse the bad impression of the public on the old system. More importantly, colleges and universities have a certain degree of autonomy in the mechanism and strategy of selecting talents, which is helpful to better train top-notch innovative talents.

2.1.4. Requirements for Deepening the Reform of College Entrance Examination System

In 2014, China's college entrance examination reform once again opened a new chapter. The new college entrance examination system, which began in 2014 and was fully implemented among senior students in the autumn of 2018, can be said to be the most powerful, influential and thorough reform of the college entrance examination system since the resumption of the college entrance examination system in 1977. However, some problems have also been exposed in the process of policy implementation. As far as the grading system is concerned, whether Zhejiang Province, Shanghai City or the provinces participating in the reform in the first round of pilot projects, the selected subjects have adopted the scoring method of grade assignment. The biggest characteristic of the grade classification system is that the students' scores in the total score do not depend entirely on the mastery of their own knowledge, but also on the level of other candidates participating in the same subject examination, that is, it is directly related to the ranking of the examinees in the examination of this subject, which leads to new problems,

such as the crisis of physics and chemistry subjects in Zhejiang, Jiangsu and other provinces. Based on this, the Plan for Strengthening Basic Disciplines tries to give candidates, especially top-notch candidates, policy guidance in elective examination subjects, that is, focusing on physics, chemistry and other basic subjects, and can increase enrollment places according to the actual situation of colleges and universities, avoid changing the combination of candidates because of "high achiever pile up" and the limited number of places, so as to guide candidates to select subjects according to their own interests and subject expertise.

2.2. Policy Objectives

The reform in the field of education is a systematic project, which requires the coordinated reform of various sections and departments within the education system, as well as the coordinated promotion of the internal and external aspects of the education system [7]. Many reform measures in the field of education, including "double first-class" construction, "Everest Plan", independent enrollment, comprehensive evaluation and enrollment, and so on, are coordinated by the Plan for Strengthening Basic Disciplines. Its policy objectives not only reflect the policy orientation of deepening the comprehensive reform in the field of education and innovating the mode of talent selection and training, but also have its specific policy objectives.

2.2.1. Serving the Major Strategic Needs of the Country

Focusing on the cultivation of top-notch innovative talents in basic disciplines is not only the need of knowledge innovation, but also the need to strengthen China's independent innovation ability, enhance comprehensive national strength and international competitiveness. The purpose of the Plan for Strengthening Basic Disciplines is to serve the major strategic needs of the country. It not only clarifies the criteria of talent selection: emphasizing the national orientation of talent selection and training; highlighting the professionalism of talent training; and emphasizing the future orientation of talent training. Second, it clarifies the principles and fields of enrollment specialty setting: colleges and universities are required to determine the subject major of enrollment under the guidance of the major strategic needs of the country. In a word, the Plan for Strengthening Basic Disciplines is committed to training high-level talents in all kinds of industries for the national economic and social development, which reflects the policy orientation of guiding colleges and universities to adapt to and lead the economic and social development.

2.2.2. Innovating the Admission Mode of College Enrollment

Since the founding of the people's Republic of China, the reform of the enrollment system in colleges and universities in China has shown the characteristics of gradual and continuous, paying more and more attention to the value orientation of competency standard, comprehensive evaluation, fairness and justice [8]. The Plan for Strengthening Basic Disciplines not only emphasizes the comprehensive evaluation and multiple admission, but also emphasizes the results of the college entrance examination. More attention should be paid to solving the problems of science and fairness in independent enrollment and comprehensive evaluation of enrollment, in order to explore a way to select and train top-notch innovative talents with Chinese characteristics.

2.2.3. Exploring the Reform of Talent Training Mode

One of the important objectives of the Plan for Strengthening Basic Disciplines policy is to combine the realization of students' individual development with the cultivation of top-notch innovative talents organically, so it also has some outstanding characteristics in the mode of talent training: first, it establishes the mechanism of diversion and supplement, and strengthens the process monitoring; the second is to locate and explore the integrated training of students and attach importance to scientific research and education; the other is to position and implement individualized personnel training and practice teaching according to their

aptitude. Finally, attention should be paid to strengthening general education and strengthening the theoretical basis.

2.3. Policy Characteristics

2.3.1. In the Orientation of Reform, Emphasis is Placed on the Selection of Top Talents in Basic Disciplines

In order to train top-notch innovative talents who are urgently needed in line with the major national strategy, the Plan for Strengthening Basic Disciplines clearly points out that it focuses on the cultivation of top-notch talents in key areas such as high-end chips and software, advanced manufacturing, intelligent technology and national security, or in the field of humanities and social sciences, which is scarce in the country. The former focuses on the fields of mathematics, physics, chemistry, biology, computer and other science and technology majors. The latter focuses on humanities and social sciences, such as philosophy, history and Chinese language and literature. Colleges and universities can rely on their own advantages of disciplines and school-running characteristics, scientific enrollment professional design.

2.3.2. In the Subject of Responsibility, Attention is paid to the Overall Situation and Linkage of the Reform

The Plan for Strengthening Basic Disciplines emphasizes the decomposition of procedures, clear powers and responsibilities, government departments responsible for top-level design, colleges and universities responsible for the implementation of the main body, local examination and enrollment institutions responsible for specific scheme design and supervision and management, high school is responsible for specific personnel training and comprehensive quality evaluation [9]. Specifically, the core significance of the Plan for Strengthening Basic Disciplines lies in the realization of the institutional arrangement of organic connection between senior high school and university talent training and enrollment. At the level of colleges and universities, the selection scope of the Plan for Strengthening Basic Disciplines is 36 double first-class A colleges and universities in the construction plan of first-class universities with strong strength. The reform of colleges and universities follows the basic principles of one school, one policy and measures according to local conditions, and comprehensively designs enrollment and training programs. At the high school level, the responsibility and positioning of senior high school in the Plan for Strengthening Basic Disciplines is reclarified, that is, senior high school is no longer responsible for the recommendation and determination of candidates, but only responsible for the provision of students' comprehensive quality file materials, its authenticity, effectiveness and comprehensiveness are the key points of selection.

2.3.3. In the Evaluation Mechanism, the Multiple Mechanisms are Used to Maintain the Fairness of Enrollment

the Plan for Strengthening Basic Disciplines makes rigid regulations on the enrollment evaluation of colleges and universities from the national level, and the comprehensive quality evaluation, the comprehensive assessment of colleges and universities and the results of the college entrance examination are proportionately converted into the comprehensive scores of the candidates who apply for the Plan for Strengthening Basic Disciplines. Generally speaking, the "strong base plan" is based on the background that the standard of independent enrollment is continuously tightened from loose to strict [10], so the scores of college entrance examination or single subject have become the main criteria for admission [11]. In addition, the standard of enrollment is also strictly stipulated, in which the results of the college entrance examination should not be lower than a number of undergraduate control lines in principle, and the information disclosure system at the Ministry of Education, provincial and school levels should

be adopted to ensure the fairness and transparency of the entrance examination to the greatest extent.

2.4. The Policy Implementation

The implementation of the Plan for Strengthening Basic Disciplines has been strongly supported by the state, colleges and universities have responded positively, examinees have applied enthusiastically, enrollment has been stable, and the first two years of the implementation of the policy can be said to have achieved the expected reform goals.

2.4.1. Scientific and Orderly Implementation of the Procedure

From the two years of enrollment work, the implementation process of the "strong base plan" shows an orderly state. From the Ministry of Education issued documents, universities according to the school's orientation, subject characteristics and other formulation of the "strong basic plan" enrollment brief chapter, enrollment brief report approved by the Ministry of Education for the record, before the end of March to the public. Candidates who meet the requirements for applying for the examination shall apply by me and apply for online registration in April according to the requirements of the college enrollment charter. Provincial enrollment examination institutions should strictly examine and verify the qualifications of local candidates for college entrance examination. All candidates who apply for the National uniform College entrance examination are required to take the National uniform College entrance examination. In principle, before June 25, the provincial enrollment examination institutions will provide the relevant colleges and universities with the results of the college entrance examination, determine the examination list of the shortlisted colleges and universities, and publish them according to the rules determined in the college enrollment compendium of colleges and universities. The colleges and universities concerned have completed the organization of written examination, interview examination and sports test for the shortlisted candidates by July 4, among which the results of sports test can be used as an important reference for admission. The interview adopts the way of drawing lots by experts and examinees, and the whole process is recorded and videotaped. At the same time, the Ministry of Education stressed that the whole process must be subject to the supervision of the discipline Inspection Commission of the school, and the establishment of complaint channels and reporting mechanisms.

2.4.2. Positive and Steady Implementation of the Process

As a "overall action to promote the reform of the college entrance examination, the Plan for Strengthening Basic Disciplines has been actively and steadily implemented, and the main help lies in the omni-directional mobilization, deployment and overall planning guidance carried out by the Ministry of Education: first of all, to strengthen work training. After the release of the Plan for Strengthening Basic Disciplines document, the Ministry of Education has held numbers of work deployment meetings to conduct full coverage training for all kinds of subjects involved in the Plan for Strengthening Basic Disciplines, such as provincial education departments, universities, and put forward work requirements to ensure that ideological understanding, policy interpretation, and work deployment are in place. Secondly, strengthen the system design. A series of circulars and documents have been issued around the provincial enrollment and examination institutions to strengthen the qualification examination of candidates enrolled in the Plan for Strengthening Basic Disciplines and the supervision and examination of the results of admission in colleges and universities, the submission and use of the comprehensive quality files of candidates, and the management of students in the Plan for Strengthening Basic Disciplines and the connection and training of graduate students, and the scientific formulation of enrollment and training programs, and so on. Finally, the recruitment work is carefully organized. The Ministry of Education and the pilot colleges and universities have established a

coordination mechanism for the whole process, adhered to the scientific selection of materials, and strictly admitted standards.

2.4.3. Admission Standards are Better than Indiscriminate

The first enrollment of the "strong base plan", some colleges and universities have not completed the scheduled enrollment plan, some media reports call the "strong base plan" enrollment "not as expected [12]." In fact, from the point of view of registration, only 289000 people signed up in the first year of the Plan for Strengthening Basic Disciplines. After the results of the college entrance examination were released, some candidates with high marks gave up the Plan for Strengthening Basic Disciplines school examination and chose the hot colleges and universities instead of major [13]. This kind of abandonment itself deviates from the strategic orientation of the Plan for Strengthening Basic Disciplines to select "ambitious, interested and talented" excellent students and train top talents in the field of basic disciplines. The Plan for Strengthening Basic Disciplines adheres to high standards and will never be downgraded in order to strive for it. This is precisely the embodiment of the policy of persisting in educating people for the party and cultivating talents for the country.

2.4.4. The Implementation Effect is in Line with Expectations

On the whole, the first enrollment of the Plan for Strengthening Basic Disciplines has landed smoothly, each link of work has been strictly standardized, fair and fair, and a number of young students with excellent comprehensive quality have been really selected to serve the country's major strategic needs, so as to achieve a good start. Some of the teachers who participated in the enrollment said that the freshmen admitted to the "strong Foundation Program" have ideal aspirations, intelligence, and scientific research potential. After careful training in schools, a number of outstanding talents who will devote themselves to key fields of scientific research in basic disciplines will certainly emerge.

3. The Challenges Faced by the Plan for Strengthening Basic Disciplines

3.1. The Policy Alienation in Talent Selection in Pilot Universities

The Plan for Strengthening Basic Disciplines is not clear about the achievement standard of top students' admission, which makes colleges and universities have a differentiated understanding of the policy, and there is a problem of contradiction with the pursuit of the core value of the policy text in the implementation of the policy [14]. "exploring the multi-dimensional evaluation model" is one of the core policy objectives of the Plan for Strengthening Basic Disciplines. It is required that the pilot colleges and universities should break the "only score" theory, according to the students' college entrance examination results and high school academic examination results, and refer to the comprehensive quality evaluation file for admission. However, the Plan for Strengthening Basic Disciplines only in the policy text to break the college entrance examination results of candidates to make "in principle should not be lower than the provincial (district, municipal) undergraduate admission minimum control score line", so that colleges and universities for the comprehensive quality of excellent candidates on the requirements of the college entrance examination results of "free play", make different stringent provisions. However, in the actual selection of top talents, in addition to the examination of students' college entrance examination results, we should also comprehensively consider the non-cognitive personal factors of students, in order to improve the scientific and effective selection of talents.

3.2. The Mismatch of Subject Demand is Easy to be Caused by Carrying out Pilot Work with Universities as a Unit

The Plan for Strengthening Basic Disciplines requires "highlighting the supporting and leading role of basic disciplines", and its policy objective is to provide top talents for major strategic

areas of the country. Therefore, the foothold of the Plan for Strengthening Basic Disciplines policy lies in the specific areas of basic disciplines. However, in the initial stage of policy, the selection scope of the pilot project is limited to the construction of first-class universities. According to statistics, about 70% of the "strong base plan" enrollment major is the top in the subject evaluation, and the "first-class major" and "first-class discipline" construction projects of the "double thousand plan", the overall level is relatively high [15]. However, at the same time, the advantages of some first-class universities in the construction of colleges and universities are not the key demand disciplines of the "strong basic Plan", and the major involved in enrollment is not the traditional strong discipline of the school. In other words, the demand for strong basic disciplines in the Plan for Strengthening Basic Disciplines is prone to misplaced between the strong comprehensive strength of first-class universities and universities. It is true that the construction of first-class universities has incomparable advantages in using the overall resources and interdisciplinary platform of colleges and universities, but the Plan for Strengthening Basic Disciplines should first build an educational platform based on this major. In fact, the key construction major of some non-first-class universities has profound historical background and academic accumulation, which can provide rich platform and resources for talent training, and accurately meet the needs of national strategic development. Therefore, the ideal logic of pilot selection should be to break through the shackles of the current colleges and universities and choose the pilot major of the Plan for Strengthening Basic Disciplines on the basis of disciplines.

3.3. The Imperfect System Design Leads to the Uneven Quality of Talent Selection

The Plan for Strengthening Basic Disciplines requires students to have a clear orientation and planning for the future development from the basic education stage, and to be able to dive into a certain basic subject field. However, senior high school students usually do not have a deep understanding of the logic and laws of subjects and majors, and their academic preferences are also in an unstable swing; their current interest in basic disciplines may begin with the original impulse, rather than the rational choice after in-depth contact. Only after some students enter the university can they really understand their subjects, gradually discover their interests, preferences and specialties, produce lasting motivation to explore a certain field of basic disciplines, and approach their goals through hard work [16]. From this point of view, the Plan for Strengthening Basic Disciplines hopes to recruit students who have a lasting ambition and interest in basic disciplines, which may overestimate the level of self-cognitive development of middle school students and their planning ability for the future career direction. However, the pilot colleges and universities stipulate that students cannot change majors after admission, this system design will force some students to find that "aspiring students are not here" trapped in the "cage" of the "strong basic plan", which may lose the passion and motivation to carry out scientific research and study, and will eventually lead to the situation of losing both sides. Another problem caused by imperfect system design is that students admitted to the Plan for Strengthening Basic Disciplines may not have strong interests and excellent abilities, and the quality of their students may not be higher than that of students admitted through the traditional college entrance examination channels. In fact, as the debugging object of the policy, students and parents may form a game with the policy in order to maximize their own interests. It is not ruled out that some candidates who apply for the Plan for Strengthening Basic Disciplines are not really interested in basic disciplines, but have a utilitarian mentality of trying to get more opportunities to enter elite colleges and universities.

3.4. The Process of Talent Training Caught the "Full" Instead of Focusing

Most of the Plan for Strengthening Basic Disciplines adopts the training mode of "3 x X", that is, the strong base students not only have to face the higher challenge and greater capacity of the

course content, but also need to complete the undergraduate course and the cohesion course at the undergraduate stage at the same time, and carry out a certain amount of undergraduate scientific research. Although colleges and universities provide a personalized training program for strong basic students and set up a certain proportion of elective courses, in order to complete the graduation credits, students need to take a large number of courses, completely filling up the time for students to explore independently. In fact, "the more free time students spend, the greater the degree of freedom of learning; on the contrary, when the less free time of students, their freedom of freedom of learning" [17]. The undergraduate stage is in a period of free exploration and interest in professional direction and arousing academic enthusiasm. Top students often burst into sparks of inspiration between inadvertently being alone. Top-notch projects should not use "full" courses, scientific research projects and exchange practice activities, set up restrictions on students, resulting in students do not have time to carry out autonomous learning and thinking.

4. Coping Strategy

4.1. Adhere to the Value Orientation of the Policy of Guaranteeing Educational Equity

Education fairness is an important foundation of social fairness. Although the independent enrollment policy has made a positive role in perfecting the talent selection system and the college entrance examination enrollment system, the fairness of the independent enrollment policy in our country has been criticized. From the formation of the professional setting of independent enrollment and the pattern of independent enrollment of provincial echelons in the implementation of the policy, to the disclosure by scholars of the regional differences of the selection mechanism of independent enrollment and the differences of students' family background, it can be seen that the independent enrollment in colleges and universities has failed to guide the development of the policy with the principle of fairness, which leads to the disharmonious factors in the practice of independent enrollment, which are contrary to the fairness of education. This enlightens that the policy of the Plan for Strengthening Basic Disciplines in our country must follow the principle of fairness and firmly grasp the basic direction of the Plan for Strengthening Basic Disciplines.

John Rawls, an American philosopher, once put forward the principles of justice and priority that should be observed in the view of justice. The principle of justice is the principle of equality and freedom, and everyone has equal rights to have the same freedom as others; the principle of priority, the principle of difference and the principle of equality of opportunity, compensates for the allocation of resources to socially disadvantaged groups. As a vital interest of tens of thousands of candidates and the major strategic needs of the country, the Plan for Strengthening Basic Disciplines must also follow the principle of equality while taking the principle of differences into account. First of all, the policy layout of the Plan for Strengthening Basic Disciplines should ensure that candidates who meet the enrollment requirements can freely choose the target colleges and majors, and have the opportunity to participate in the enrollment assessment of the school. Secondly, for candidates in economically backward areas, poor family conditions or physical disabilities, the Plan for Strengthening Basic Disciplines should fully consider the difficulties that special groups may encounter in the process of enrollment and examination, and give a certain tilt in enrollment indicators, preferential measures and other aspects if necessary, so as to avoid economic conditions and other objective reasons to limit the selection of top-notch innovative talents in basic disciplines.

4.2. Innovate the Top-Level Design of the Policy to Make Up for the Imperfect Policy Design

In the stage of policy diffusion, we should break down school barriers, take disciplines as the center to determine pilot majors, fully take into account the characteristic disciplines selected for subject evaluation, "double first-class" construction disciplines, and "Shuang Wan" programs, and rely on dominant disciplines to accurately connect key areas of the country and areas where there is a shortage of talents. Based on the discipline, the establishment of talent training alliance and research cluster, the sharing of high-quality courses, scientific research projects and research equipment, promote the inter-school flow of students in the alliance and cluster, improve the loyalty and belonging of strong-based students to the major, and strengthen the discipline of the basic discipline itself.

Due to the uncertain employment of basic subjects, the inability of students to change majors after entering the project, coupled with practical factors such as the long training cycle, some students with outstanding talents may be deterred from the "strong base plan". The relevant government departments should innovate the top-level policy, strengthen the overall coordination, adopt order training according to the demand, and provide certain safeguard measures for the strong base students in the export link; at the same time, colleges and universities should innovate the talent training mechanism, explore the "double degree", "the second degree" and other forms of talent training model, explore the establishment of the honor degree system, and drive students to participate in the Plan for Strengthening Basic Disciplines with policy innovation. In addition, colleges and universities can pair with key middle schools in advance, assist middle schools to carry out career planning, help students explore interests, and initially understand the subject culture and knowledge structure needs of the basic disciplines set up by colleges and universities, so as to better define their own development volunteers.

4.3. Constructing the Quality Assurance System of Talent Selection and Training Step by Step

The differences in the scale and form of enrollment among different coalitions of independent enrollment policy subsystem promote the change of the surface concept of supporters' alliance. In order to avoid such differences in practice, the Plan for Strengthening Basic Disciplines should first slow down the pace of policy diffusion, and then popularize it step by step after the pilot colleges and universities form demonstration experience. Secondly, the establishment of talent training quality assurance mechanism. Explore the establishment of the whole process of talent selection and training system from entrance to export, regularly organize experts to carry out periodic assessment and formative evaluation of students' learning situation and thought, establish tracking feedback mechanism, improve the training scheme according to quality monitoring and feedback information, in order to improve the quality of talent training. Colleges and universities should also strengthen organizational security, set up special working groups, and coordinate and coordinate the training of students in the Plan for Strengthening Basic Disciplines.

4.4. Reform the Evaluation Standards and Implement Follow-up Evaluation

Under the influence of utilitarianism, the education evaluation system attaches too much importance to short-term quantitative indicators such as achievements, funds, achievements and employment rates, and problems such as utilitarian, short-term, one-sidedness and so on, which damage the long-term benefits of talent training. Therefore, colleges and universities must comprehensively reform the existing educational evaluation model and explore the establishment of an evaluation system that is conducive to the scientific evaluation of talents and the promotion of talent growth. First of all, in the evaluation concept, we should adhere to

the right way, adhere to the moral first, comprehensive development of talent evaluation concept, the concept of human education throughout the whole process of educational evaluation. Secondly, we should establish and improve the evaluation system of ethics, academic innovation, cultural development, cooperative ability and so on, so as to provide the basis for scientific evaluation. Thirdly, in order to clarify the internal and external differences of the main body of educational evaluation, colleges and universities should pay attention to internal evaluation while referring to external evaluation, which not only meets the needs of national strategy, but also respects the law of talent growth, and promotes the harmony and unity of internal and external evaluation standards of education. Fourth, we should innovate the way and means of evaluation, focus on the groundbreaking, persistence and influence of the top-notch innovative talent training plan, emphasize the innovative consciousness of high-level talents, pay attention to the social application value of research and teaching results, persist in developmental evaluation, and seek the long-term benefit of university education. Finally, attention should be paid to the implementation of tracking evaluation to promote continuous improvement. It is necessary to establish a database of quality monitoring mechanism and tracking and evaluation mechanism for students and graduates in the Plan for Strengthening Basic Disciplines, so as to provide strong scientific data support for the reform of top-notch innovative talents. In a word, taking the Plan for Strengthening Basic Disciplines as an important starting point, constantly promoting the top-notch innovative personnel training reform, and promoting the construction of world-class universities and the breakthrough of basic science in China are the future approach and leading center of China's higher education development in the future.

5. Conclusion

The Plan for Strengthening Basic Disciplines is a selection method and training scheme for top-notch innovative talents put forward from the national talent strategy, which is more in line with the current situation of the urgent demand for top-notch talents in our country and the increasingly fierce international environment for talent competition. The Plan for Strengthening Basic Disciplines has obvious planning color. Although this way is conducive to arousing the attention of the society to the top innovative talents and easy to provide all kinds of resources for the growth of innovative talents, this way has strong utilitarian, it is easy to ignore the growth law of top innovative talents, ignore the scientific motive force of innovative talents in pursuing academic and exploring unknown fields, and limit the space for free exploration of innovative talents. Cannot stimulate the vitality of innovation, release the potential of innovation. Therefore, our understanding of the Plan for Strengthening Basic Disciplines should not only see its positive points, but also avoid the impatient utilitarian mentality. In the course of carrying out the Plan for Strengthening Basic Disciplines, we should respect the law of talent growth, ensure that the Plan for Strengthening Basic Disciplines can effectively identify top innovative talents in the course of its operation, and create an academic soil and institutional space conducive to the growth of talents.

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