



Guidelines for Development of High-Level Talents of Universities in Guangxi

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Abstract

The objectives of this research were: 1) to study the current situation of high-level talents at university in Guangxi 2) to develop the guidelines for development of high-level talents at universities in Guangxi, and 3) to evaluate the adaptability and feasibility of guideline for development of high-level talents at university in Guangxi were including 4 following aspects: 1) family factors, 2) educational factors, 3) social factors, and 4) personal factors. The sample group of this research were 200 high-level talents from top 20 public universities in Guangxi, determined by stratified sampling method. The research instruments were questionnaire, interview form *and* evaluation form. The statistic to analyze the data were percentage, mean, standard deviation *and contents analysis*.

The result was found that the current situation of high-level talents at university in Guangxi was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was educational factors, followed by social factors, and family factors was the lowest level. The guidelines for development of high-level talents at universities in Guangxi consisted of four aspects: 1) family factors, 2) personal factors, 3) social factors, and 4) educational factors. Evaluation of the adaptability and feasibility of guideline for development of high-level talents at university in Guangxi was at high level.

Keywords: high-level talents, guidelines for development, universities in Guangxi.

1. Introduction

World level competitiveness index of major countries in the world, the United States is far ahead, followed by South Korea in second place, Denmark in third place, Singapore in fourth place, and Japan in fifth place, and the United Kingdom, Israel, China and Sweden in sixth to ninth place. There are five European, central and American countries and five Asian countries in the top ten. Overall, China ranks eighth, a bit behind China in terms of economic size in the world. In recent years, the number of high-level talents has been increasing globally, especially the scale of high-level talents in developing economies such as China and India are growing rapidly. With the acceleration of the globalization process, the mobility of high-level talents has gradually increased. Some countries and regions have adopted a series of policies and initiatives to attract and retain high-level talents. There are differences in the disciplinary structure and distribution of high-level talents in different countries and regions.

China level: China is one of the countries with the fastest growing number and scale of high-level talents in the world, and is constantly improving the quality of high-level talents. According to statistics from 2020, the total number of high-level talents in China has exceeded 9 million, among which the proportion of high-level talents such as overseas returnees, doctoral and master's graduates is constantly increasing. In addition, China has invested a huge amount of money to attract and train high-level talents, such as the "Thousand Talents Plan", "Ten thousand Talents Plan" and a series of other programs aimed at attracting and training high-level talents of internationally leading level. The discipline structure of China's high-level talents is also being gradually adjusted. Focusing on the upgrading of manufacturing industry, information technology, new energy, aerospace, life and health and other fields, a number of world-class high-tech and innovative enterprises have been formed. At the same time, the Chinese government attaches great importance to the continuous improvement of the environment and conditions for training high-level talents, such as the reform of the selection and selection mechanism, the increase of research funds, the protection of intellectual property rights and other measures, which provide a strong guarantee and support for the growth and development of high-level talents. All in all, the quantity and quality of high-level talents in China are constantly improving, which is expected to make greater contributions to China's scientific and technological innovation and economic development in the future.

The number of high-level talents in Guangxi still has great room for improvement. Therefore, Guangxi, as an ethnic region, should implement the strategy of "strengthening self-cultivation and introducing talents from outside the region". Guidelines and the introduction of supporting policies and the formation of a long-term mechanism are of great significance for accelerating the cultivation and construction of high-level talents in ethnic areas.

2. Research Questions

1. What is the current situation of high-level talents of universities in Guangxi?
2. What should be guideline for development of high-level talents at universities in Guangxi?
3. Are the guidelines for the development of high-level talents in Guangxi universities adaptability and feasibility?

3. Literature Review

3.1 Concept of Educational Administration

Luhmann. (1979) Social systems management theory, also known as open systems management theory, has been proposed by German sociologist Luhmann. Social systems management theory considers the school as a subsystem of society and emphasizes that school education management should be integrated with the mother system of society.

Peter M. Senge. (1990) moderator of the Center for Organizational Learning at the MIT Sloan School of Management, introduced the theory of the "learning organization" in his book *The Fifth Discipline*. The "learning organization" is the study of the organization as a system as a whole. A system is an organic whole with a certain structure and effectiveness composed of interconnected, interacting elements.

3.2 Concept of high-level talent

Tian Ruiqiang et al. (2013, P.121-125), based on the biographical data of 233 Chinese scientists highly cited by ESI, used survival analysis to test the influence of factors such as the country of doctoral graduation on the promotion of Chinese scientists' professional titles.

Zhang Yazheng, Zhao, Wei and Peng Jie (2012,P.98-101) took the winners of the China Outstanding Young Scientists Fund in the field of Energy as the research object, analyzed their educational factors, and investigated the general rule of talent flow in the growth process of high-level scientific and technological talents, as well as the different characteristics of the academic output of high-level scientific and technological talents in different educational environments.

Xiao Mingzhi, Tang Xiufeng et al. (2018,P.106-110), based on the life data of 146 scholars in the field of philosophy and social sciences who were selected as distinguished professors of Zhang Kong Scholars from 2011 to 2016, used the multiple linear regression model to analyze that the graduate university level and the leadership experience of national and provincial scientific research projects significantly affected the selection rate of distinguished professors of Zhang Kong Scholars.

Harriet Zuckerman (1979) studied 92 contact scientists who had won the Nobel Prize in Science between 1901 and 1972. Based on the analysis of a large number of interview data and background materials, she found that external factors such as family learning tradition, socioeconomic background, mentoring relationship and research network had a significant impact on the growth of high-level talents, and proposed an advantage accumulation theory that could effectively explain the growth process of talents.

Zheng Yanling (2018, p.87-89), aiming at the gap between the quantity and quality of high-end talents in western China and the actual needs of economic and social development in ethnic minority areas in western China, proposed the teaching concept of "promoting employment through innovation" in order to improve the efficiency of entrepreneurship and employment and promote the economic development of western China. The teaching concept of "seeking employment through innovation" is put forward at different levels to improve the efficiency of entrepreneurship and employment, so as to promote the economic development of the western region.

Van Dalen (1999,P.9129-131) analyzed in detail the relationship between the academic growth and scientific achievements of Nobel Prize winners in economics in the 20th century and their age, and put forward their general characteristics: they usually start early; Have an independent mind; Usually produce the most important creative work between the ages of 29-38; The age of innovation is slightly younger than Nobel physicists and much younger than Nobel laureates in chemistry, medicine, and medicine; Most basic research is done alone.

Feist (2006,,P.115-118) chose finalists in the Westwood Science Competition and members of the National Academy of Sciences as comparative samples to study whether talented teenagers would grow into outstanding scientists in the future, and the results showed that age was an important predictor of early life output, as well as lifetime output, for science and technology talent.

Jalil and Bouettif (2005, P126-128) selected 20 Nobel Prize winners and conducted an E-mail questionnaire to reveal the influence of these factors on the development of Nobel Prize winners from the perspectives of learning style, family and social relations, work attitudes,

etc. Finally, they summarized the common characteristics of these Nobel Prize winners: developmental and systematic, diversified and multi-skilled, interactive, collaborative, philosophical and empirical sensitivity.

3.3 Context of universities in Guangxi

Guangxi Zhuang Autonomous Region is a provincial-level administrative region in China with many higher education institutions. At present, there are 38 undergraduate institutions in Guangxi, including 26 public ones and 12 private ones.

3.4 Related research

Wang Tongxun (2007, p.217) summarizes and generalizes various essential connections in the process of talent growth, which is the real plus probability of facts and has a fairly universal consensus. The law of talent growth includes the law of teacher effect, the law of advantages and disadvantages, the law of optimal age, the law of Matthew effect, the law of expectation effect, the law of symbiosis effect and the law of comprehensive effect.

Levy (1961, p.96) proposed on the basis of reviewing previous studies that the potential creativity of each individual is different, and creativity is affected by physiological conditions, social economy, physiological and psychological factors. Creative people can use their talents and special perception in different ways to find new rules. Creative potential is directly related to a person's degree of mental freedom.

Song Xiaoxin, Ma Luting and Zhao Shiqi (2018, p.29) propose that it is easier to make breakthroughs by linking individual research topics to major national education issues; Attending a famous university and receiving guidance from a famous teacher at the graduate level are essential for talent development; An interdisciplinary background is conducive to the cultivation of scientific talents with a wide range of knowledge; And the combination of theoretical study and work practice is more conducive to the growth of educational talents.

Wang Rui (2019, p.156) proposed that the cultivation of elite talents should follow the growth law of elite talents, and the growth law of elite talents is of great significance for the study of the cultivation mode of elite talents. The main laws of the growth of elite talents are the law of accumulation effect of advantages, the law of non-homogeneity and the law of optimal age, which are objective and universal to a certain extent.

Wang Haifeng, Luo Changfu and Li Sijing (2014, p.108) analyzed and summarized the growth process and environment of young scientific and technological innovation talents, and theoretically analyzed that the growth of young scientific and technological innovation talents is mainly affected by personal factors (such as intelligence, motivation, will, etc.), family factors, and social factors (such as education, career, etc.). In addition, the results of practical investigation and analysis show that, Financial support, recognition of scientific research work, and the results of practice-related investigation and analysis show that financial support, recognition of scientific research work, salary level, promotion space, academic culture and the current evaluation mechanism will affect the growth of talents. Finally, the paper puts forward some countermeasures on how to promote the cultivation of young scientific and creative talents.

4. Research Conceptual Framework

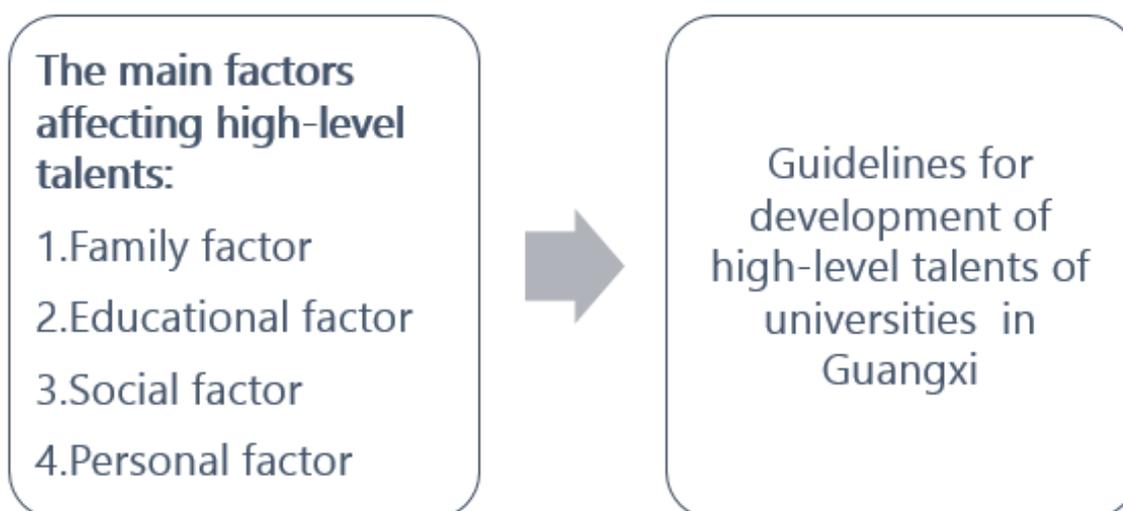


Figure 1 Research Framework

5. Objectives of the Research

1. To study the current situation of high-level talents of university in Guangxi.
2. To develop the guideline for development of high-level talents of universities in Guangxi.
3. To evaluate the adaptability and feasibility of guideline for development of high-level talents at university in Guangxi.

6. Research Methodology

6.1 Population and Sample

6.1.1 Population

10685 senior administrators, professors, associate professors and doctors of public schools

6.1.2 Sample

According to the stratified sampling method, among the top 20 public universities in Guangxi, 200 high-level talents were randomly selected as samples according to the sampling rate of 1.8% from 10685 high-level talents. determined by stratified sampling method. High-level talents include senior managers, professors, associate professors and doctoral supervisors. Through systematic random sampling.

Research Instruments

The instruments to collect the data in this research were questionnaire, interview form and evaluation form.

Questionnaire

Questionnaire about high-level talents of universities in Guangxi, which was designed based on four following aspects: 1) family factors, 2) Educational factors, 3) Social factors, and 4) personal factors. The questionnaire was divided into two parts :

Part 1: A survey of the basic information of the respondents which classified by gender, educational background, professional title, degree granting unit, discipline category, industry.

Part 2: A survey of high-level talents of universities in Guangxi. There are 16 questions for family factors, 22 questions for educational factors, 31 questions for social factors, and 27 questions for personal factors, total of 97 questions.

Creating the questionnaire processes

The questionnaire creates processes were as follows:

Step 1: Search relevant literature and implement the four variables: Through the collection of preliminary literature and relevant theoretical research, combined with the interview of relevant experts and sample objects, the four variables affecting high-level talents in universities and colleges in Guangxi are formed preliminarily in this study.

Step 2: The questionnaire was designed according to the four variables, the outline of the questionnaire was submitted to the supervisor for examination, and the questionnaire was modified according to the supervisor's suggestions.

Step 3: Three experts in the field of education are invited to evaluate the questionnaire. The index of objective congruence (IOC) was 1.00

Step 4: A five-level scale questionnaire was created through the questionnaire Star software and distributed to 20 public universities via the Internet to ensure that each questionnaire was distributed to the sample subjects and that the return rate was 100%.

7. Research Results

The analysis result about the current situation of high-level talents of university in Guangxi. Presented in the form of average value and standard deviation.

Table 1 The average value and standard deviation of the current situation of high-level talents of university in Guangxi in 4 aspects

the current situation of high-level talents of university in Guangxi	\bar{x}	S.D.	level	Order
Family factors	4.20	.731	high	4
Educational factors	4.39	.782	high	1
Social factors	4.34	.783	high	2
Personal factors	4.32	.743	high	3
Total	4.31	.760	high	

According to table 1, found that the current situation of high-level talents of university in Guangxi in four aspects was at high level ($\bar{x} = 4.31$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was educational factors ($\bar{x} = 4.39$), followed by social factors ($\bar{x} = 4.34$), and family factors was the lowest level ($\bar{x} = 4.20$).

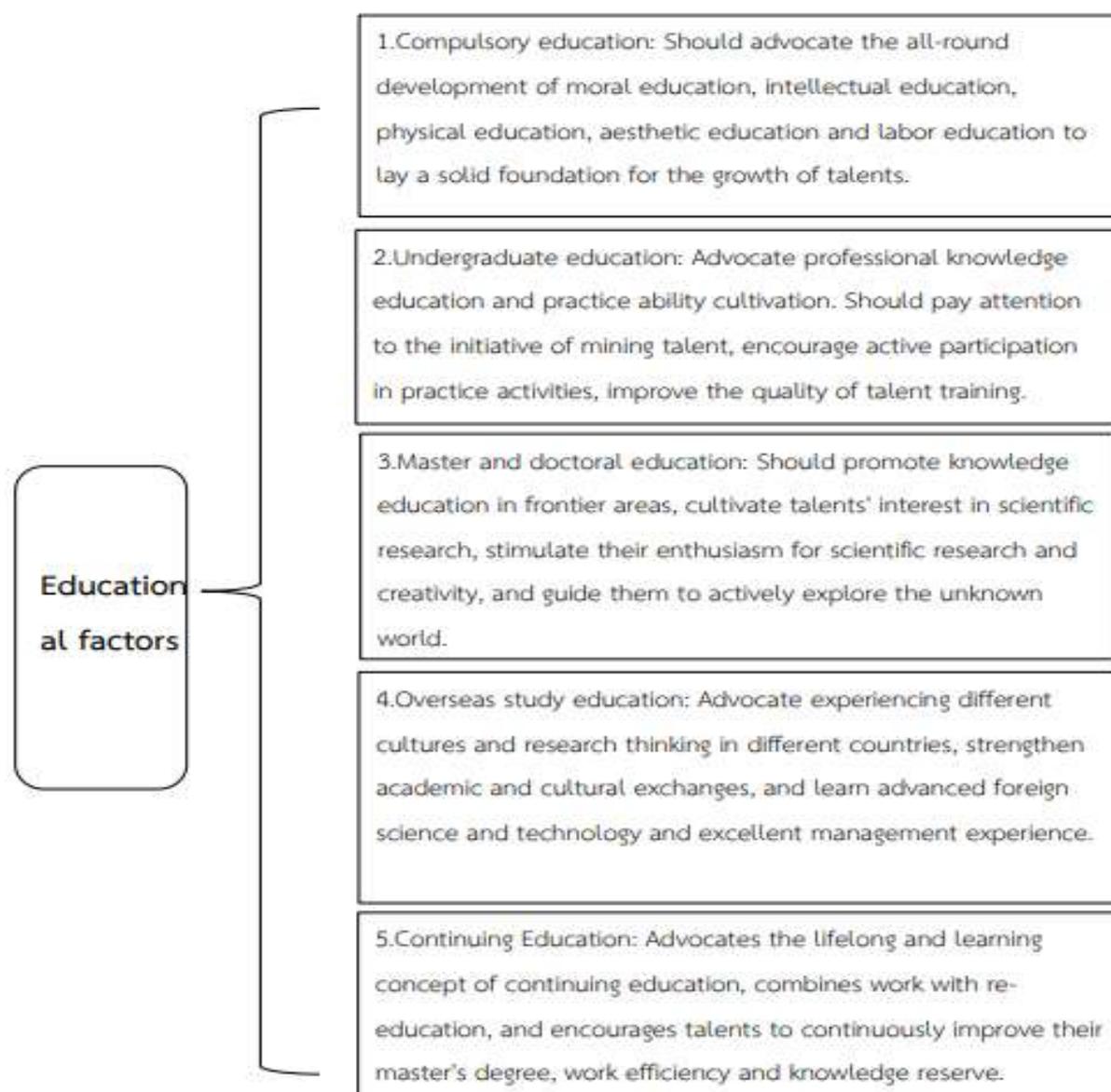


Figure 2 Guidelines for Education factors

8. Conclusion and Discussion

8.1 Conclusion

The research in high-level talents of universities in Guangxi. The researcher summarizes the research results in each topic, details as follows:

Part 1 study the current situation of high-level talents of university in Guangxi.

Part 2 develop the guidelines for development of high-level talents of universities in Guangxi.

Part 3 evaluate the adaptability and feasibility of the guidelines for development of high-level talents of university in Guangxi.

Part 1 study the current situation of high-level talents of university in Guangxi.

The high-level talents of university in Guangxi in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was educational factors, followed by social factors, and family factors was the lowest level.

Family factors was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the influence of parental education on talent formation, followed by the influence of family social (network) relationships on talent formation, and the influence of family pressure on talent formation after marriage was the lowest level.

Educational factors were at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the impact of educational resources provided at undergraduate level on the formation of human resources, followed by the influence of undergraduate educational institution selection on talent formation, and the impact of interdisciplinary educational resources on talent formation was the lowest level.

Social factors were at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the influence of the situation of talent incentive plan in minority areas on talent formation, followed by the influence of talent policy in minority areas on inspiring talent innovation and talent forming vitality, and the influence of social resource rationing on the formation of growing talents and the influence of citation times of published papers on talent formation in academic life cycle was the lowest level.

Personal factors were at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The impact of a strong position on talent formation, followed by The influence of good scientific research habits on talent formation, and the impact of clarity of purpose on talent formation and the influence of academic honors earned during the work phase on talent formation was the lowest level.

Part 2 develop the guidelines for development of high-level talents of universities in Guangxi.

the researcher proposed the development of high-level talents in Guangxi universities based on four variables, which contain 21 measures, respectively 5 measures of educational factors, 6 measures of social factors, 6 measures of personal factors, and 4 measures of family factors.

Part 3 evaluate the adaptability and feasibility of the guidelines for development of high-level talents of university in Guangxi.

The expert panel consists of 10 experts, namely Professor Lyu Yushen, Professor Tang Pingqiu, Professor Dr. Deng Jun, Professor Dr. Rei Depeng Professor Dr. Tang Dehai, Professor Dr. Pan Shigui Professor Dr. Chen Yujing, Professor Dr. Wang Bo Professor Dr. Xu Chengchang, Professor Dr. Xu Jian, including Professor Tang Pingqiu, Professor Dr. Deng Jun, and Professor Dr. Xu Jian, are senior administrators of universities and experts in human resources. Prof. Lyu Yushen, Prof. Chen Yujing are experts in social sciences, Prof. Dr. Rei Depeng, Prof. Dr. Tang Dehai are experts in education, Prof. Dr. Wang Bo, Prof. Dr. Pan Shigui, Professor Dr. Xu Chengchang as experts in family science, the expert group evaluated the adaptability of the development guide for high-level talents in Guangxi universities through the form of evaluation form, and the result of its evaluation is that the guide is rated as high level.

8.2 Discussion

8.2.1. Discussion of educational factors

"A hundred-year plan, education is the foundation" Education is the future of a country and a nation. Good education can train excellent talents in all walks of life for the country, who will become the elite of the industry and the backbone of the society when they grow up. School education is an important factor in the growth of talents. Schools should not only impart subject knowledge, but also focus on the development of students' minds, creative abilities and social skills. When children are exposed to a wider range of knowledge and ideas in school, it often stimulates their interest and improves their academic performance and personal qualities." It takes ten years to grow a tree, but a hundred years to grow a man", to become a high-level talent, one must receive systematic learning. From compulsory education to higher education, education abroad and continuing education, people can only become useful talents in the society eventually if they keep learning and receiving education. In general, the educational factors in the growth of talents are multifaceted, besides the school education referred to in this paper, there are also social education, family education and personal self-education. These educational factors can promote and complement each other to achieve comprehensive, balanced and sustainable development of talents.

8.2.2. Discussion of social factors

Social factors in the growth of high-level talents in colleges and universities mainly refer to various social conditions and environments, including political, economic, cultural, and technological factors, except schools. Policy environment refers to the national and local policy support and preferential measures for high-level talents, including taxation, housing, medical care, children's education, etc. With the policy support, high-level talents in colleges and universities can enjoy better living and working conditions, so that they can give better play to their talents and creativity. Economic conditions refer to the influence of socio-economic status of high-level talents in colleges and universities, including salary level, title promotion, career prospects, etc. High-level talents with good economic conditions can focus more on academic research and thus improve their level and academic achievement. Cultural environment refers to the social recognition and esteem of knowledge and cultural values. In a social environment that values knowledge and culture, high-level talents in colleges and universities will be more respected and appreciated, so that they can be more actively engaged in academic research and discipline development. Technological environment refers to the influence of social technology level, including information technology, communication technology, biotechnology and other aspects. High-level talents in colleges and universities can carry out more in-depth research work and improve the ability and level of scientific and technological innovation in the modern technological environment.

To sum up, there are various social factors in the growth of high-level talents in colleges and universities, and all these factors have important influence and effect on the growth and development of high-level talents. Universities should provide better cultivation and support conditions for high-level talents on the basis of various social factors to promote the overall development and innovation ability of high-level talents.

8.2.3. Discussion of personal factors

The growth of high-level talents is a long and challenging process. In addition to the personal factors, I have referred to, high-level talents should also have an innovative mindset.

Innovation is an important factor to promote social and economic development, and high-level talents should have the keen insight to recognize where the problems are and propose appropriate solutions. They should constantly try new methods and ways of thinking in order to enable themselves to succeed in a competitive market environment. At the same time high-level talents should also possess leadership skills. High-level talent must be able to effectively lead a team and set a good example for others to follow. When leading a team, high-level talent should have a clear goal, vision, and plan to be able to guide the team forward. High-level talent should also have strong resilience. A high-level talent's career is full of changes, including various challenges and adversities. During this process, high-level talent must have strong conviction and perseverance to enable them to cope with various pressures and difficulties, overcome difficulties and seize opportunities. Finally, high-level talents should focus on lifelong learning. High-level talents should realize that learning is a lifelong career, and they should actively seek new knowledge, skills and experience, and constantly update their knowledge base. In the learning process, high-level talents should have the ability of self-reflection and self-assessment so that they can better understand their strengths and weaknesses and improve them. In conclusion, the growth of high-level talents is closely related to personal factors. By possessing innovative thinking, leadership, resilience and lifelong learning traits, high achievers can overcome various obstacles and achieve professional success.

8.2.4. Discussion of family factors

The growth and development of high-level talents in colleges and universities are inseparable from their personal background and family factors. Family factors play a vital role in the growth process of high-level talents. First of all, family plays a vital role in the formation of personal values and personality traits of high-level talents. Good family education can promote high-level talents to develop excellent moral, ethical and professional conduct. The family environment can also influence the character and behavioral habits of high-level talents, such as self-discipline, patience, perseverance and sense of responsibility, which are the keys to successfully crossing difficult bottlenecks. Second, family support and encouragement can enhance the innovation and pioneering spirit of high-level talents. Family encouragement and support can motivate high-level talents to try new things, to explore unknown areas, and to have perseverance in the face of difficulties. The support and encouragement from the family also makes high-level talents understand that they are valued, and this support and security from the family is the motivating force for high-level talents to overcome difficulties and challenges. Thirdly, family education plays a decisive role in the choice and development of high-level talents' career. Family environment and family education provide a favorable condition for high-level talents to have sufficient access to a variety of knowledge and skills in different fields. Acquiring these knowledge and skills will make high-level talents more professionally competent, which in turn can lay the foundation for them to seek more and better career development opportunities. Finally, family can also provide security and support when high-level talents face difficulties and challenges. Some high-level talents may encounter setbacks and difficulties in their careers, and the care and support of family members can help them regain confidence, overcome difficulties and move on. In short, family factors can often create a good environment and conditions for the growth and development of high-level talents. High-level talents need to use this advantage of family

to fully explore their potential and grow and develop in their career. At the same time, in the process of growth, high-level talents should also contribute to their families and give back to them.

9. Recommendations

In view of the four factors affecting the development of High-level talents in Guangxi universities the following suggestions are put forward:

Educational factors: among the educational factors, the significant positive effect of 12-year compulsory education, undergraduate education, master and doctoral education, overseas education, and continuing education on the cultivation of high-level talents has been verified.

The expert group's suggestions include:

- 1) 12-year compulsory education is the basis of good academic habits of talents, and good learning atmosphere and teachers have great influence on students. Minority areas need to give priority to the construction of regional.
- 2) The selection of institutions and education and teaching resources in the undergraduate education stage for talents to carry out academic research provides a stage and space, which is the basis and top priority of talent formation, and strengthening the school discipline construction and the tilt of educational resources is urgent and necessary.
- 3) The research atmosphere and the guidance of tutors during the postgraduate period are extremely important for personal academic study, and the research resources, research environment and attention are conducive to the cultivation of high-level talents.
- 4) Overseas education is of great help for high-level talents to cultivate their international vision, expand their research fields and research ideas. While increasing the introduction of talents in ethnic minority areas, some talents can be funded to study abroad through policy support and other means to absorb advanced knowledge.
- 5) Promoting the enhancement of interdisciplinary educational resources is conducive to the cultivation of interdisciplinary talents.

Social factors: Among the social factors, talent policy, resource allocation, research conditions, team support, academic life and academic jurisdiction have significant positive effects on the cultivation of high-level talents in universities and colleges in Guangxi. The panel's recommendations include:

- 1) accelerate the improvement of the identification policy, training policy and incentive plan for high-level talent cultivation, to effectively stimulate the vitality of talent innovation. To increase the policy tilt in the development of high-level talents.
- 2) Improve the overall allocation of resources in ethnic minority areas, especially the allocation of social resources in the growth stage of students, including good teaching infrastructure such as libraries, support the construction of major research laboratories, increase investment in scientific research, and provide a broader academic research stage for talents.
- 3) Improve the local economy, boost the community's attention to the quality of education, enhance the importance of scientific research institutions, through the support of scientific research facilities and equipment, funding conditions, improve

the scientific research conditions, so as to better safeguard the development of talent scientific research.

- 4) To create a good scientific research environment, excellent social atmosphere and perfect competition system, to promote the extension of academic life and the improvement of the quality of academic life of talents, in the academic life cycle set more perfect, refined honor content, encourage talents to better play academic vitality.
- 5) In the field of research selection, talents can choose more cutting-edge fields, strengthen international academic exchanges, choose interdisciplinary research fields, easier to achieve results.

Personal factors: Among personal factors, innate factors such as inner quality, learning habits, intelligence, health, mental state and awards have a significant positive impact on the growth of high-level talents. Experts suggest that:

- 1) Talents with the qualities of cooperation, innovation, self-confidence, positivity, tenacity, willingness to face difficulties and accept new things are more likely to achieve success. In terms of psychological state, Talents with positive mental state
- 2) To develop good research habits, learning habits, the formation of unique scientific thoughts and learning methods is more conducive to the formation of talents.
- 3) Intelligence and other innate factors also play an important role in the growth of talents, but from the data, the acquired efforts are also important, talents in the research field are more conducive to the formation of talents than those in basic disciplines.
- 4) Only with good physical condition can academic research be carried out more continuously and adapt to the intensity of scientific research; 5) Academic honors and other honors in different stages have a certain incentive effect on the formation of talents, among which academic honors in higher education and scientific research stage have more significance and incentive effect on the formation of talents.

Family factors: The significant positive effects of family atmosphere, family resources, family education and family changes on the cultivation of High-level talents in Guangxi universities are verified. The expert group suggests:

- 1) Pay attention to the family atmosphere in the growing environment, parents need to have proven education methods; whether it is critical education or praise education, they need to be cautious in the ways and methods.
- 2) Parents need to pay attention to the education of their children 2) parents need to pay attention to the education of their children, giving educational support in the growth stage is very important for the formation of talents; 3) After marriage, the family atmosphere, the spouse's interp.
- 3) Personal relationship, resource support, spiritual support, ideological compatibility, etc., all have an important impact on the development of talents.
- 4) Parents need to pay attention to the people, environment, and things that their children are exposed to during the growth stage. Positive family changes have a certain impact on the formation of talents, and vice versa.

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