International Journal of Education and Humanities
ISSN: 2770-6702 | Vol. 18, No. 1, 2025

Study on the Long-term Mechanism of Talent Support and Educational Innovation in the Development of New Quality Productivity

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Abstract: With the rapid development of new quality productivity, talent support and educational innovation have become key factors in promoting economic and social progress. This dissertation comprehensively utilizes theoretical analysis and case study methods to explore the talent support system and the long-term mechanism of educational innovation in the development of new quality productivity. It is found that a scientific and reasonable talent support system can effectively improve the overall level of basic research talents, while educational innovation is crucial for cultivating talents adapted to the development of new quality productivity. The paper puts forward a series of policy recommendations, including optimizing the talent cultivation system, strengthening talent attraction and retention, promoting the deep integration of education and industry, constructing a long-term education assessment system, promoting education equity and inclusiveness, and strengthening international cooperation and exchange. At the same time, the paper also points out the limitations of the study and provides an outlook for future research directions, including cross-cultural comparative research, long-term impact assessment, demand-side analysis, policy implementation research, technology integration research, and integration of the Sustainable Development Goals (SDGs). This study provides insights for understanding and promoting talent support and educational innovation in the development of new quality productivity, and provides theoretical basis and practical guidance for related policy formulation.

Keywords: New Quality Productivity, Talent Support, Educational Innovation, Policy Recommendations, Sustainable Development.

1. Introduction

1.1. Research Background

In the context of the new era, high-quality development has become the hard truth of economic and social development, and the development of new-quality productive forces has become the inherent requirement and important focus of promoting high-quality development. New quality productivity represents the evolution direction of advanced productive forces, which is the advanced productive forces qualitative state spawned by revolutionary breakthroughs in technology, innovative allocation of production factors, and deep transformation and upgrading of industries. With the basic connotation of the leap of workers, labor materials, labor objects and their optimized combinations, the new quality productivity has strong development momentum and can lead the creation of a new era of social production. The core of the new quality of productivity lies in scientific and technological innovation, which is free from the traditional mode of economic growth, productivity development path, with high-tech, high-efficiency, high-quality features, in line with the new development concept of advanced productivity qualitative.

1.2. Research Significance

The key to the development of new quality productivity lies in scientific and technological innovation and educational development. Talent is the core element of the development of new quality productivity, and education is the basis for cultivating innovative talents. The integrated development of education, science and technology, and talents synergistically cultivates top innovative talents, empowers the development of new quality productivity, and boosts the construction of a modernized socialist country. Education not only undertakes the task of scientific and technological innovation, especially higher education institutions have the ability of technological innovation and production of scientific and technological achievements, which is an important force for the development of new quality productive forces. At the same time, education bears the task of cultivating innovative talents, especially colleges and universities are the gathering place of high-end innovative talents and the main position of innovative talents training, which provide continuous power for the development of science and technology, and are the source of power for the development of new-quality productive forces.

1.3. Research Objectives

This research aims to explore the construction and optimization of talent support system and long-term mechanism of educational innovation in the development of new quality productivity. The research will focus on how to cultivate talents adapted to the development of new-quality productivity through educational innovation and how to construct an educational system that can sustainably support the development of new-quality productivity. The study will explore how education can promote labor reproduction,

accelerate scientific and technological innovation, and promote conceptual renewal, and how to achieve these goals through educational reform and innovation, so as to provide solid talent support and educational guarantee for the development of new quality productivity.

2. Literature Review

2.1. Research Status

Since its introduction, the concept of new quality productivity has become a hot spot of academic concern. Numerous scholars have deeply explored the new quality productivity from different angles. For example, Yang Yang (2024) analyzed the role of artificial intelligence in new liberal arts education in his study, emphasizing the importance of AI technology in promoting the development of students' innovation and productivity. Zhao Gonghao (2024) explored the role of science and technology innovation in the construction industry and proposed a series of strategies, such as deepening the integration of industry and education and innovating teaching methods, in order to improve the quality of education and develop students' innovative and practical abilities. Pei Haoyan et al. (2024) explored the implementation path of course-certificate integration from the perspective of new quality productivity, emphasizing the importance of adjusting talent cultivation objectives and optimizing the curriculum system.

In terms of educational innovation, Bi Yuhang and Yang Xuehong (2024) pointed out the current problems in education by studying the education of innovation and entrepreneurship ability of graduate students of sports in comprehensive universities and put forward countermeasures such as improving the curriculum and cultivating innovation and entrepreneurship awareness. Zhang Weixue (2024), on the other hand, analyzed the theoretical source, formation conditions and practical path of new quality productivity from the theoretical level, and emphasized the importance of upgrading the quality of laborers, improving the composition of labor means and other elements.

2.2. Research Review

Although existing studies provide a multi-dimensional perspective for understanding new quality productivity, there are still some research gaps. For example, in exploring the theoretical logic of new-quality productivity empowering the high-quality development of cultural tourism, Ye Ziqing and Zhang Yingxi (2024) point out the facilitating role of new-quality productivity in the improvement of the quality of production factors and the generation of new types of production organization forms, but they also mention the shortcomings of the existing studies in terms of quantitative analysis and long-term impact assessment. In discussing the alignment of higher engineering education with new quality productivity, Li Hua Jin et al. (2024) proposed a composite model of educational reform, but there was insufficient discussion of the challenges and obstacles that might be encountered in the specific implementation process.

The full necessity of the research in this dissertation is that it aims to integrate the existing research results and fill the gap of quantitative research by constructing a quantitative index system of new quality productivity and a long-lasting education evaluation system. At the same time, this research will delve into the specific paths and mechanisms of financial empowerment of new quality productivity and the role of educational innovation in talent cultivation, so as to provide more comprehensive and in-depth guidance for policy formulation. Through these studies, this thesis hopes to provide solid talent support and education guarantee for the development of new quality productivity, and promote the overall progress of the economy and society.

2.3. Innovative Points of This Paper's Research:

Aiming at the shortcomings of existing research, this paper aims to explore the construction and optimization of the talent support system and the long-term mechanism of educational innovation in the development of new quality productivity. The innovation points of this paper are:

(1) Comprehensively analyze the connotation characteristics and development focus of new quality productivity, and explore its intrinsic connection with educational innovation.

(2) Based on empirical data, construct a quantitative index system of new quality productivity to assess its development level and influencing factors.

(3)Explore the specific path and mechanism of financial empowerment of new quality productivity and provide empirical tests.

(4)Propose strategies for educational innovation in talent cultivation, as well as specific programs for building a long-term mechanism for educational innovation.

(5) Explore the practical path of talent support and educational innovation in the development of new quality productivity in the context of China's actual situation, and provide reference for policy making.

3. Theoretical Framework

3.1. The Theory of New Quality Productivity

The theoretical framework of new quality productivity is based on the extension and development of Marxist productivity theory. Marxist productivity theory holds that productivity is the decisive force for social development, including three basic elements: workers, labor means and labor objects. On the basis of this theory, the new quality productivity especially emphasizes the leading role of scientific and technological innovation, as well as the innovative allocation of production factors and the deep transformation and upgrading of industries. The development of new quality productivity is not only a technological innovation, but also involves systematic changes in production relations, management style and institutional arrangements.

In the theoretical framework of new quality productivity, science and technology innovation is regarded as the core driving force for the development of productivity. It includes not only the invention and application of new technologies, but also the cultivation of innovative thinking and an innovative culture. Innovative allocation of production factors, on the other hand, involves the optimal combination of labor, capital, technology, data and other factors to achieve efficient use of resources and maximization of value through innovative allocation. The upgrading of industrial structure is an inevitable requirement for the development of new quality productivity, which requires the technological transformation of traditional industries, the development of new industries, as well as the synergy and integration between different industries. In addition, the new quality productivity also

emphasizes the importance of sustainable development, and pursues the organic unity of economic, social and ecological benefits. Finally, the development of new quality productivity is marked by a significant increase in total factor productivity, which requires improving the utilization efficiency of various factors through technological innovation, management innovation and institutional innovation.

3.2. Talent Support and Educational Innovation

Talent support and education innovation play a crucial role in the development of new quality productivity. The theoretical role of talent support is reflected in the provision of necessary human resources for new quality productivity. These talents not only need to have profound professional knowledge, but also need to have innovative and practical abilities. The cultivation, attraction, utilization and motivation of talents constitute a complete talent support system, which can ensure that there are enough talents to promote scientific and technological innovation and industrial upgrading.

The theoretical role of educational innovation in the development of new quality productivity is then reflected in the following aspects. First, educational innovation helps students adapt to the rapid changes in technology and industry by cultivating their innovative thinking and problem-solving abilities. Second, educational innovation promotes knowledge updating, and as new technologies and knowledge continue to emerge, the education system needs to help the workforce achieve continuous learning and skill upgrading. Once again, educational innovation strengthens the cultivation of practical ability, and improves students' practical working ability and innovative application ability through practical teaching and industry-education integration. Finally, educational innovation promotes the concept of lifelong learning, providing individuals with a platform for continuous learning and development throughout their careers.

There is a close interactive relationship between talent support and education innovation. Educational innovation provides a foundation of knowledge and skills for talent support, and the needs of talent support in turn drive educational innovation. This interactive relationship ensures that the new quality productivity can receive continuous talent support and knowledge updating, thus promoting the sustainable development and progress of the economy and society. Through the construction of this theoretical framework, this study aims to provide a theoretical basis and guidance for the construction and optimization of the talent support system and the long-term mechanism of educational innovation in the development of new quality productive forces.

4. The Current Situation and Problems of the Talent Support System

4.1. The Status Quo of Talents

At present, China's talent support system has achieved remarkable results in the continuous development and improvement. According to the instructions of General Secretary Xi Jinping, strengthening basic research ultimately depends on high-level talents. The Party and the State have implemented the strategy of strengthening the country with talents, created a favorable ecological environment for talent innovation, and stimulated the enthusiasm, initiative and creativity of the majority of scientific and technological personnel. In the process of promoting original innovation and strengthening basic research, talent is the most crucial and core element. The support system for basic research talents is centered on talents, including funding input, platform construction, evaluation and incentives, selection and training, academic style construction and other aspects, providing important protection for talents.

However, China's basic research talent support system still has some deficiencies. Specifically manifested in the following aspects: basic research platform construction efforts need to be increased, the total scale of investment is small, the originality of the device facilities, leading insufficient; basic research personnel overall salary and income level is low, the lack of results of the transformation of gains and other income channels; evaluation system to optimize the scientific nature of the need to pay more attention to the law of basic research and the law of growth of talents; basic research personnel selection and training of coherent and synergistic need to be strengthened, there is an independent selection and training of talents to strengthen, there is a selection and training of talents. The selection and training of basic research talents should be strengthened, and there are problems such as insufficient flexibility in selection, insufficient synergy between different parts of education and teaching in the training process, and the whole chain of identification, selection and training from basic education to higher education has not been completely opened up.

4.2. Influencing Factors

There are numerous factors affecting the construction of the talent support system, including economic potential energy, innovation input and real estate structure. Economic potential attracts talents by providing more employment opportunities and better living conditions, innovation input promotes the growth and innovation of talents by providing sufficient R&D resources and innovative environment, and real estate structure meets the life and career development needs of talents by providing suitable living and working space.

In addition, factors such as urban housing price, environmental pollution, medical security, higher education resources and transportation convenience also have a significant impact on talent concentration. House price and medical security have a positive impact on talent concentration, while environmental pollution has a negative impact on talent concentration. Inequality in higher education resources and transportation convenience has a large contribution to the urban talent agglomeration gap.

In order to continuously promote the improvement of the support system for basic research talents, it is necessary to start from building advanced and diverse basic research platforms, constructing loose and powerful support and guarantee mechanisms for basic research, improving scientific and reasonable evaluation mechanisms for basic research and optimizing systematic and scientific selection and cultivation structures for basic research talents. Through these measures, the strength and vitality of the basic research talent team can be improved to promote the realization of high-quality development of basic research.

5. Status and Challenges of Educational Innovation

5.1. Current Situation of Education

Educational innovation plays a crucial role in today's rapidly developing society. With the continuous progress of technology, the field of education is also experiencing unprecedented changes. Currently, the main feature of educational innovation is reflected in the wide application of educational technologies, such as online learning platforms and virtual reality technologies, which make learning more flexible and diversified. At the same time, teaching and learning models are also changing, with traditional teaching methods being gradually replaced by more interactive and student-centered approaches, such as project-based learning and flipped classrooms, which encourage active participation and exploration. Curriculum content is also being updated to include more knowledge on innovation, entrepreneurship and interdisciplinary studies to meet the demands of new quality productivity. However, innovation in education also faces challenges such as unequal distribution of resources, insufficient professional development of teachers, inertia in the education system, and problems of student adaptation.

5.2. Existing Challenges

The challenges facing educational innovation are manifold. First, the unequal distribution of educational resources is a global problem, which leads to significant differences in the quality of education between different regions and schools. This inequality limits the spread and effectiveness of educational innovations and prevents some students from accessing quality educational resources. Secondly, teachers, as implementers of educational innovations, need continuous professional development and training to adapt to new teaching methods and technologies. However, many teachers lack the necessary support, which limits their ability to effectively adopt educational innovations in the classroom. In addition, existing education systems and policies may not support or limit the implementation of educational innovations, such as outdated curriculum standards and assessment systems that may hinder the adoption of innovative teaching methods. Finally, students' adaptation to new teaching methods and technologies is also one of the challenges facing educational innovations, especially in the absence of proper guidance and support, which may be confusing and uncomfortable for students.

5.3. Mechanisms for Innovation

Mechanisms and models of educational innovation are key to driving educational change. Policy guidance is one of the important mechanisms of educational innovation. By formulating policies and standards, the government guides the rational allocation of educational resources and the direction of educational innovation. School-enterprise cooperation is another important mechanism, whereby schools and enterprises cooperate to develop courses and programs to ensure that educational content is closely related to industry needs. The building of educational ecosystems is also key to educational innovation, which involves the establishment of a multifaceted educational ecosystem that includes schools, families, communities and enterprises to support the holistic development of students. Technology-driven is another key mechanism for educational innovation, leveraging the latest educational technologies, such as artificial intelligence and big data, to personalize learning pathways and improve teaching and learning efficiency. The integration of research and practice is also an important mechanism for driving educational innovation, strengthening the links between educational research and practice and ensuring that educational innovations are based on empirical research and address real-world problems. Finally, continuous evaluation and improvement are key mechanisms for ensuring the effectiveness of educational innovation programs, with ongoing evaluation and feedback to ensure effectiveness and adjustments as needed. These mechanisms and models need to be continually adapted to social and economic changes to ensure that the education system is able to produce human resources that can drive the development of new quality productivity.

6. Construction of Long-term Mechanisms

6.1. Mechanism Design

In designing a long-term mechanism for talent support and educational innovation, we must first recognize that this mechanism needs to be based on solid theoretical and empirical research. It should be able to adapt to the long-term development trend of the economy and society, while maintaining enough flexibility to cope with the rapidly changing environment. The design of such a mechanism should contain several key elements:

First, the mechanism needs to ensure that the talent training strategy keeps pace with the needs of socio-economic development. This means that the education system must be able to anticipate future talent needs and adjust its curricula and teaching methods accordingly. Second, educational content must be constantly updated to reflect the latest technology and industry knowledge. This requires educators to work closely with industry experts to ensure that educational content is current and relevant. In addition, a system must be put in place to support teachers' professional development, including the provision of ongoing training opportunities, resources and incentives to encourage teachers to adopt new teaching methods and technologies. At the same time, mechanisms need to ensure the diversification of educational inputs, including public and private sector participation, and increase the availability and diversity of educational resources through public-private partnerships (PPPs). Finally, an effective assessment and feedback system is critical to the success of the LCA, which requires a comprehensive student assessment system that evaluates not only academic achievement, but also key skills such as critical thinking, creativity, and collaboration.

6.2. Implementation Strategies

For the implementation of the LCA, the following are some specific strategies and policy recommendations:

First, the government and educational institutions should develop a long-term education plan that specifies the goals and pathways for education in the coming decades. This includes investment in educational infrastructure and long-term planning for educational technology and resources. Second, in order to support innovation in education, existing education laws and regulations need to be reformed, including updating curriculum standards, assessment systems and teacher qualification requirements to encourage innovative teaching and learning. In addition, the establishment of cross-

sectoral cooperation mechanisms is key to promoting innovation in education, which involves collaboration between the education, science and technology, economic and labour sectors to ensure coherence and coordination between education policies and other socio-economic policies. At the same time, long-term mechanisms should pay special attention to equity in education and ensure that all students, regardless of their background, have access to quality education, which may require special support and resources for disadvantaged groups. It is also crucial to encourage the participation of communities and industries, which can provide valuable resources and perspectives on educational innovation, and policymakers should encourage the involvement of these groups in the educational decision-making process, as well as in the development of curricula and internship programs in partnership with schools. Finally, in order to ensure the effectiveness of long-term mechanisms, ongoing monitoring and evaluation need to be implemented, including regular reviews of educational outcomes, student satisfaction and education quality indicators, as well as adjustments to policies and practices based on evaluation results. Through these strategies and policy recommendations, it is possible to build a long-term mechanism for talent support and educational innovation that can continue to adapt to changes in social and economic development, and ensure that the education system is able to produce human resources capable of driving the development of new qualitative productivity and contributing to the long-term prosperity of society.

7. Case Studies

7.1. Domestic and Foreign Case Analysis

When conducting case studies, we can select some representative cases in talent support and education innovation from home and abroad, and analyze their successful experiences as well as the challenges and failures they encountered.

(1) Innovation ecosystem of Silicon Valley in the United States: The success of Silicon Valley as a center of global innovation is largely attributed to its strong education system and emphasis on talent. Educational institutions in the Silicon Valley region, such as Stanford University, work closely with companies to provide students with hands-on opportunities, while at the same time delivering a large number of innovative talents to companies. However, Silicon Valley also faces high housing prices and cost of living, which limits its ability to attract and retain diverse talent.

(2) Finland's Education System: Finland's education system is internationally recognized for its student-centered teaching methods and lightweight assessment system. The high professionalism of Finnish teachers and their educational autonomy are also key factors in its success. However, the Finnish education system also faces the challenges of resource allocation and meeting the needs of a changing labor market.

(3) Singapore's talent strategy: The Singaporean government has been successful in attracting global talent by providing attractive immigration policies and career development opportunities. Singapore's education system also emphasizes skills training and lifelong learning to keep pace with economic development. Nonetheless, Singapore is also facing the problems of local talent drain and intensified international competition.

(4) Shenzhen Special Administrative Region of China: As the frontier of China's reform and opening up, Shenzhen has attracted a large number of high-tech talents and enterprises through the provision of preferential policies and a favorable entrepreneurial environment. Shenzhen's education system has also developed rapidly and is closely integrated with industry, producing a large number of technical talents. However, Shenzhen also needs to address the social and environmental problems brought about by rapid urbanization.

7.2. Insights and Lessons Learned

From the above cases, we can distill the following insights and lessons:

(1) Close integration of education and industry: The education system needs to be closely integrated with industrial development to ensure that talent training matches market demand. This requires close communication and cooperation between education policy makers and industry leaders.

(2) Importance of teachers' professional development: Teachers' professional development is crucial to improving the quality of education. Providing continuous training and professional support can help teachers adapt to new teaching methods and technologies.

(3) Promotion of Lifelong Learning: In a rapidly changing economic environment, lifelong learning is important for both personal and social development. The education system should encourage and support learners of all ages.

(4) Diversified Talent Attraction Strategies: Governments and businesses need to adopt diversified strategies to attract and retain talent, including the provision of competitive remuneration, career development opportunities and quality of life.

(5) Social and Environmental Sustainability: While promoting economic development, attention needs to be paid to social and environmental sustainability. This includes providing affordable housing, improving public services and protecting the environment.

By analyzing these successes and failures, we can provide valuable references and lessons for building a long-term mechanism for talent support and education innovation. These case studies emphasize the importance of flexibility, adaptability and cooperation in education innovation and talent development.

8. Policy Recommendations

Based on the in-depth research on talent support and educational innovation in the development of new quality productivity, the following is a series of specific policy recommendations, which aim to provide guidance and reference for policy formulation in related areas.

8.1. Optimize the Talent Training System

In order to ensure that the education system can meet the needs of the development of new quality productivity, policymakers should focus on strengthening the quality of basic education to provide students with a solid knowledge base and key skills, such as critical thinking, creativity and teamwork. In addition, vocational education and training programs should be closely aligned with market demand to provide students with practical skills and work experience to enhance their competitiveness in employment. At the same time, higher education institutions should encourage innovations in curricula and teaching methods in order to

nurture talents who can adapt to the rapidly changing work environment.

8.2. Enhance Talent Attraction and Retention

In terms of talent attraction, the government can attract high-level domestic and foreign talent by formulating attractive talent-introduction policies, such as tax incentives, housing support and career development opportunities. At the same time, it can provide talents with a platform for continuous career development, including continuing education, career advancement opportunities and international exchange programs, in order to promote their professional growth and satisfy their career ambitions, thereby increasing the retention rate of talents.

8.3. Promote the Deep Integration of Education and Industry

Close cooperation between the education system and industry is crucial to promoting knowledge transfer and technological innovation. Therefore, school-enterprise cooperation mechanisms should be established to expose students to real work environments and technological challenges through internships, project cooperation and R&D alliances. In addition, through policy incentives and financial support, deeper integration between industry, academia and research institutions can be promoted to form an innovation system that integrates industry, academia and research.

8.4. Build a Long-Term Education Assessment System

The establishment of an education assessment system is crucial to ensuring the quality of education. Diversified assessment should be implemented to assess not only students' academic performance, but also their innovative ability, practical skills and comprehensive quality. At the same time, education policies and practices need to be evaluated regularly and necessary adjustments made based on the evaluation results to ensure the continuous improvement and adaptability of the education system.

8.5. Promote Equity and Inclusiveness in Education

Educational equity is the cornerstone of social justice. Policymakers should ensure, through policies and resource allocation, that all students have access to quality education, regardless of their socio-economic background. In addition, the inclusiveness of the education system should be enhanced by providing the necessary support and resources for persons with disabilities, ethnic minorities and students from different cultural backgrounds.

8.6. Strengthen International Cooperation and Exchange

In the context of globalization, international cooperation and exchange in education are of great significance in promoting educational innovation and enhancing the quality of education. Policymakers should promote international educational cooperation programs and academic exchanges in order to share educational experiences and best practices among different countries and regions. At the same time, active participation in the development of international education standards can enhance the international recognition and competitiveness of the domestic education system.

Through the implementation of these policy recommendations, we can provide solid talent support and education guarantee for the development of new quality productivity, promote the close integration of the education system with economic and social development, and cultivate innovative talents who can promote future economic and social development.

9. Research Limitations and Future Prospects

9.1. Research Summary

This study thoroughly explores the talent support and education innovation in the development of new quality productivity, revealing the key role of both in promoting economic and social development. It is found that the degree of improvement of the talent support system directly affects the growth potential of new quality productivity, while education innovation is a key way to cultivate and attract talents. Through case studies and policy assessments, this study emphasizes the importance of building an effective talent support system and promoting educational innovation to achieve sustainable development and enhance national competitiveness. The findings suggest that only by embedding innovation and flexibility in the education system can we cultivate talents who can adapt and lead the development of new quality productivity.

9.2. Research Limitations

Although this study provides important insights on talent support and educational innovation, there are some limitations. First, the data sources for the study may be limited by availability and timeliness, which may affect the generalizability and applicability of the analysis results. Second, the findings may not be fully applicable to all contexts due to differences in talent needs and education systems across regions and cultures. In addition, the study mainly focuses on the supply side of educational innovation and talent support, while the analysis of the demand side is relatively limited, which may lead to an incomplete understanding of the dynamics of the talent market. Finally, the study may have failed to adequately consider political, economic and social factors in the policy implementation process, which may have a significant impact on policy effectiveness.

9.3. Future Outlook

To address the limitations of this study, future research can be deepened in the following directions:

(1) Cross-cultural comparative research: Future research could explore talent support and educational innovation models in different cultural and social contexts to reveal which practices are generalized and which are idiosyncratic in specific contexts.

(2) Long-term impact assessment: Through long-term follow-up studies, assess the long-term impact of talent support policies and educational innovations on the development of new quality productivity, and how these policies and practices have evolved over time.

(3) Demand-side analysis: Enhance research on the demand side of the talent market, including industry trends, technological change, and labor market dynamics, to better understand the match between talent supply and demand.

(4) Policy implementation research: Research on

challenges and biases in policy implementation and how to overcome these barriers through policy design and implementation.

(5) Research on Technology Integration: With the rapid development of technology, future research could explore how emerging technologies affect educational innovation and talent development, especially in areas such as online learning, artificial intelligence, and big data.

(6) Sustainable Development Goals (SDGs): Integrate research on talent support and educational innovation with the SDGs to explore how education and talent policies can contribute to environmental protection, social justice, and economic development.

Through these future research directions, we can further deepen the understanding of the role of talent support and education innovation in the development of new quality productivity, and provide more comprehensive and in-depth guidance for policy formulation and practice.

Acknowledgments

(1) Guangzhou Philosophy and Social Science Planning 2024 Project (Project No: 2024GZGJ134).

(2) 2024 Discipline Co-construction Project of Philosophy and Social Science Planning of Guangdong Province, "Research on the Path and Countermeasures of Sports Consumption Upgrading Empowered by Digital Economy" (Project No: GD24XTY02).

(3) 2024 Foshan City Social Science Planning Project Co-construction Project: "Sports + Tourism" Industry Integration Development: Research on the New Power of Foshan City's Economic Development with High Quality" (Project No: 2024-GJ094).

(4) 2024 Qingyuan City Philosophy and Social Science Planning Project Youth Project: "Sports + Tourism" Industry Integration Development: Study on the New Power of Qingyuan City's Economic High-Quality Development" (Project No: QYSK2024151).

(5) Study on the Social Service Function and Practical Path of Guangdong Vocational Education City in the "One Million Project" of Qingyuan City, a Youth Project of Qingyuan City Philosophy and Social Science Planning, 2024 (Project No: QYSK2024142).

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