Research on the Reform of Training Mode for Professional Degree Postgraduates

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Abstract—The reform of the training mode of professional degree postgraduates is an important link to adapt to the diversified needs of China's economic and social development, cultivate high-quality and comprehensive quality application-oriented talents, and narrow down the advanced level of developed countries. At present, the training of professional degree postgraduates in China has problems such as lack of understanding, convergence of training modes, difficulties in joint training, and low quality of training. It is necessary to further clarify the training principles and ideas, improve the training guarantee conditions, reform the existing training modes, and constantly improve the practical ability of professional degree postgraduates.

Keywords—professional degree; Postgraduate education; Cultivation mode; reform

I. INTRODUCTION

At the 27th meeting of the academic degrees committee of the state council in 2010, the general plan for the development of postgraduate education for master's and doctoral degrees (hereinafter referred to as the plan) was reviewed, approved and issued. As a programmatic document for the development of postgraduate education in China, the program makes a strategic plan for the development of postgraduate and doctoral education, which is of epoch-making significance. To fully implement the party's 18 great spirit and "national medium and long-term education reform and development plan outline (2010-2020)", in 2013, for graduate students education also can't completely adapt to the diversification of economic and social development needs, with the international advanced level training quality and larger gap, the ministry of education, the national development and reform commission, ministry of finance issued the opinions on deepening the reform of postgraduate education (research [2013] no. 1), and in the same year issued "about further advice to push forward the reform of professional degree graduate student training mode" (research [2013] no. 3). These documents, on the in-depth promotion of professional degree graduate training mode reform has a specific, clear measures. "Solution" has a clear rules on postgraduate education goals, namely "by 2020, postgraduate education in our country from mainly cultivate academic talents into academic talents and applied talents training, pay equal attention to basic education system perfect, professional degree graduate education further optimization of structure and layout, obviously improve the training quality, postgraduate education can better meet the need of economic and social development and meet the needs of the people to accept the graduate education" [1]. In order to achieve the goal of the program, it is necessary for us to analyze the training mode of professional degree postgraduates, find problems and solve them.

II. OVERVIEW OF PROFESSIONAL DEGREE EDUCATION

In the plan, there is a clear and definite definition of the professional degree. "the professional degree is a degree type set up to meet the needs of specific professional fields in the society, and to cultivate high-level application-oriented professionals with strong professional ability and professional accomplishment who can creatively engage in practical work [1]. The first professional degree in China is the master of business administration degree, which was approved and established at the 9th meeting of the academic degrees committee of the state council in 1990. As of 2016, China has established 40 professional degrees (including 40 master's and 6 doctoral degrees), which cover a wide range of disciplines, including business, medicine and economic management.

Since the establishment of the first professional degree by the academic degrees committee of the state council in 1990, China's professional degree education can be roughly divided into two stages of development. This stage can be said to be the stage of active exploration of professional degree education in China. In this stage, professional degree education in China has developed steadily, laying a solid foundation for the development of the next stage. The second stage, from 2009 when the ministry of education increased the enrollment of postgraduates to include professional degrees in graduate education, is the stage of rapid development and system improvement of professional degree education in China. In this stage, the categories of professional degrees in China are gradually enriched, the system is increasingly improved, the scale of education is constantly expanded, the training mode is constantly improved, and the level of education is constantly improved.

III. PROBLEMS EXISTING IN THE CURRENT TRAINING MODE OF PROFESSIONAL DEGREE POSTGRADUATES

After nearly 30 years of development, the training of professional degree postgraduates in China has been carried out smoothly and achieved remarkable results. However, with the development of The Times, there are still some problems and deficiencies in the training. The main performance is:

First, the awareness of the importance of high-level application-oriented personnel training is not enough. At present, the promotion of high-level application-oriented
personnel training has been endowed with an unprecedented historical mission. However, under the influence of the traditional "mode of cultivating academic graduate students", colleges and universities have not formed an advantage in the cultivation of application-oriented ability of professional degree postgraduates, and the focus is often inclined to the direction of cultivating academic graduate students.

Second, the professional degree graduate student training mode convergence. The training mode of professional degree postgraduates in our country is used for reference among colleges and universities, but it fails to innovate according to the actual situation of colleges and universities, which leads to the similarity of the training mode of professional degree postgraduates in colleges and universities.

Third, there are difficulties in the joint cultivation of professional degree postgraduates. First of all, the university training and the third party training failed to effectively combine. There is no doubt that colleges and universities are the main body of the cultivation of professional degree postgraduates, but they take on too much the cultivation function and lack of effective communication with the government, so that the leading role of the government and the advantages of policy resources cannot be played. Secondly, colleges and universities fail to effectively fit in with the society in the development of professional degree graduate training program, resulting in the disconnection between the training work and social needs (mainly the needs of industries, industries and enterprises), and the ineffectiveness of social resources. Third, the leading role of the government has not been fully played. At present, the division of responsibilities and rights between the government and universities is still vague, and the government plays an insufficient role in bridging the communication between universities and employers. As a result, the phenomenon of "creating talents behind closed doors" in universities has not been fundamentally changed. Finally, employers lack effective participation and support in the cultivation of professional degree postgraduates. At present, although the government, colleges and universities, unit of choose and employ persons in the form of conduct joint training of professional degree graduate students get improved a lot, but unit of choose and employ persons involved often with myopia and utilitarian, pay attention to their own needs, lack of specific participation process specification, sound system, mechanism, failure to form a virtuous cultivation mechanism.

Fourth, the quality of professional degree postgraduate training is not high. The social recognition degree of professional degree postgraduates is not as high as that of ordinary postgraduates, which leads to the low degree of professional degree postgraduates' training in colleges and universities compared with that of ordinary postgraduates, thus affecting the low quality of professional degree postgraduates' training.

IV. Reform Measures of Training Mode for Professional Degree Postgraduates

It is pointed out in the plan that professional degree graduate education is an important part of graduate education, the main way to build a well-off society in an all-round way and an innovation-oriented country, and the main channel to cultivate high-level innovation-oriented and application-oriented talents. It is the inevitable choice for education to serve the country's social development. After years of development, the important mission of China's professional degree graduate education has become increasingly clear, that is, to cultivate and bring up high-level application-oriented professionals who master relevant theoretical knowledge in specific professional fields, have strong ability to solve practical problems, can undertake professional technology or management work, and have good professional quality. This requires professional degree graduate education to focus on the two core tasks of improving the quality of training and meeting the needs of service, and strive to build a professional degree graduate education and training mode in line with the reality of China by deepening the reform of the training mode.

A. Principles, Ideas and Guarantees for the Cultivation of Professional Degree Postgraduates

In the face of the new situation and the new era, it is particularly important to construct the basic principles of the training mode for professional degree postgraduates. First, the principle of clear objectives. That is to say, professional degree graduate education should focus on the training objectives, focus on the positioning of disciplines, highlight the characteristics of disciplines and specialties, face the needs of social services, and construct the target training principles with practical ability as the core. Second, the training process reflects the principle of discipline and specialty difference. In the face of the reality that there are abundant and different specialties for postgraduates of professional degrees at present, based on the full consideration of the differences in disciplines and specialties, and based on the reality of disciplines and specialties, the principles of different cultivation that adapt to the characteristics of disciplines and specialties are constructed. Third, the principle of systematic cultivation of professional degree postgraduates. As an important part of graduate education, professional degree graduate education should be in accordance with the requirements of the overall development of graduate education, so as to organically integrate all aspects of professional degree graduate education, and cultivate all-round professional talents with both theoretical learning and practical ability. Fourth, the professional degree graduate student standard training principle.

Under the condition of the new situation and new era, the basic idea is: professional degree graduate student training in the continuous upgrading of the target of professional degree graduate student practice ability, the specialized degree graduate student practice ability training as the main line, in the theory course teaching, practice teaching base on practical ability training, and through the training curriculum construction, practical base construction, teacher team construction of disciplines, as well as the scientific project construction measures such as to improve professional degree postgraduate training mode, improve the training quality.

Sustained and healthy development to maintain the professional degree graduate student training mode, require various universities in the process of cultivating specialized
degree graduate student, should formulate detailed measures for the management of education training, involved in the process of graduate education in professional degree clear roles and responsibilities of various functional departments, the formation of perfect and complete education training mode, so as to provide effective guarantee for the cultivation of professional degree graduate student.

B. Reform Measures on the Training Mode of Professional Degree Postgraduates

At present, with the adjustment of the enrollment plan of the ministry of education, the enrollment trend of professional degree postgraduates is rising again. More and more attention has been paid to the 40 kinds of professional degrees which are oriented to application and practice. This increasingly shows the importance of professional degree graduate training model. Therefore, we should optimize the training mode of professional degree postgraduates from the following aspects.

First, the implementation of refined training objectives. At present, our country's professional degree graduate education training goal is clear, the cultivation goal orientation, training modes, curriculum and evaluation of various factors is relatively complete, the key is how to existing training target to carry on the elaboration and implementation, to prevent professional degree postgraduate cultivation deviation to "academic" "practical", resulting in applied graduate education in professional degree and full-time academic status of graduate student training convergence. Therefore, professional degree graduate education on the basis of further strengthen the practice ability, will contain all the elements (e.g., admissions standards, curriculum setting, teaching design, teachers structure, training mode, etc.) of the target to carry out the standard of refinement, on the program implementation, to innovate the corresponding standards for each factor.

Second, the enrollment and training needs of unity. At present, our country's degree of graduate student recruit students enrollment policy formulated by the national unified into practice, but considering the professional degree graduate education orientation, and the degree of development and the social demand, need to various universities in the implementation of the national unity of recruit students admission policy, on the basis of according to the changing social needs, by way of BSFLP is further play to the role of the government macro guidance, seek further conditions for autonomous enrolment, assume corresponding responsibility at the same time, expand the independent recruitment of students rights, according to their own actual social needs training of professional degree graduate students. This requires that the reform of enrollment should be unified with the cultivation ability of colleges and universities, so as to realize the unification of the rights and responsibilities of the government and colleges in the cultivation of professional degree postgraduates.

Third, the adjustment optimization curriculum and the teaching. Practicality is the most prominent characteristic of the training of professional degree postgraduates, which is different from the training of academic postgraduates. At present, in the face of professional degree graduate education course is a practical orientation of the status quo, to further promote the organic integration of theory teaching and practice teaching, highlighting the use of theoretical knowledge, let the professional degree graduate students on the premise of knowledge, apply knowledge to carry out to the entire training process, in the teaching process, increase participation, interaction and discussion, "to pay attention to team learning as well as a variety of exploratory teaching methods such as workshops, field research, case analysis and social investigation, experience sharing and cooperation to promote students' reflection [2] To promote the cultivation of practical ability of postgraduates with professional degrees.

Fourth, the training mode is flexible. The flexibility of training mode is mainly reflected in the flexible arrangement of training time and the strengthening of training process. Control the scale of cultivation and ensure the quality of cultivation. At present, China's postgraduate education generally implements the tutor responsibility system. "in terms of guiding philosophy, we can set up an interdisciplinary tutor group, and multiple tutors from different subject backgrounds can participate in the guidance, so as to give full play to the role of the collective guidance of the tutors" [3]. In terms of the cultivation of professional degree postgraduates, tutors are often held concurrently by the existing academic postgraduate tutors in colleges and universities. These tutors are usually of high academic level, but their professional practical experience needs to be verified, and it is necessary to hire part-time tutors outside the university to supplement them. This requires teachers in the school to "go out" to improve their practical teaching ability, and teachers hired outside the school to "invite in" to supplement the current shortage of professional degree graduate teachers.

Fifth, consolidate the practice platform and practice base construction for professional degree postgraduates. The construction of practice platform and practice base is the basis to ensure the training of practical ability of professional degree postgraduates. At present, all universities with the authorization of professional degree graduate students have their own educational practice bases, such as the laboratories built on campus and the educational practice bases signed with the government or enterprises outside the campus. Practice platform and practice base can provide convenient training conditions for professional degree postgraduates and fundamentally solve the disconnection between theoretical teaching and practical teaching of professional degree postgraduates.

Sixth, reform the evaluation mechanism of professional degree postgraduate training. As is known to all, the core of the cultivation and evaluation mechanism of professional degree postgraduates is to pay attention to the assessment of practical ability of professional degree postgraduates, and evaluate the comprehensive ability of analyzing, summarizing and solving problems of professional degree postgraduates through practical ability assessment. However, the most prominent characteristic of the evaluation mechanism of professional degree graduate training in China is "strict entry and strict exit", which forms a sharp contrast with the western developed countries and leads to the low quality of professional degree graduate training in China. How to reform the evaluation
mechanism of professional degree graduate training in China. First of all, in the process of campus training, group discussion and simulation training should be adopted more often, and on-site evaluation and guidance should be given by teachers. Secondly, in the training process of practice base, students' independent practice ability is evaluated by writing practice reflection report. Finally, the thesis evaluation mechanism innovation should be strengthened. Starting from topic selection and proposal, the thesis should be strictly guided by the tutor to ensure that the thesis selection is valuable and the proposal report can combine theory with practice. The dissertation evaluation, defense and academic misconduct shall be strictly controlled, and the quality of the dissertation shall be ensured through the double recognition of the instructor and the tutor and the detection system (such as cnk.com).

V. CONCLUSION

The reform and innovation of professional degree postgraduate training mode needs close assistance and mutual support from universities, government and society. According to the general requirements of service demand and quality improvement as the main line, the reform and innovation of the training mode for professional degree postgraduates should be promoted with the focus on promoting the reform of the training mode by classification and the overall construction of the quality assurance system.

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