

A brief talk about the mechanism of graduate education in China

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ABSTRACT. *In recent years, the number of graduate students in China has been increasing. We constantly improve the management and training mechanism of graduate education in colleges and universities, in order to provide high-quality graduate education. This paper analyzes the current situation and problems of graduate education in China. Next, we put forward several feasible and effective improvement measures in this paper to help graduate educators to do their work better.*

KEYWORDS: *Postgraduate education, professional types of postgraduate, Scientific research education*

1. Introduction

Graduate education is a form of education for students to continue their further study after graduation. It can be divided into master's education and doctoral education. With the diversification of postgraduate education in China, people have flexible ways to accept graduate education. They can make the most suitable choice according to their own conditions and purposes. These methods can be roughly divided into two types: academic education and non academic education.

2. Literature

2.1 Analysis of postgraduate educate mode

According to the purpose of training, it can be divided into two types: academic type and professional type. Meanwhile, this division also takes into account the situation that some students cross major. The reason for this division is that students from different professional backgrounds are allowed to choose the same major in the entrance examination. And this division is not only conducive to the cultivation of interdisciplinary research, but also can better cultivate applied talents. But there are problems with this division.

From the perspective of cultivation mode, the academic master has basically formed a relatively complete cultivation system after decades of efforts. In the teaching process, academic master mainly focuses on theoretical courses, and focuses on cultivating graduate students' academic level and scientific research ability. In the process of cultivating academic master students, Chinese universities imitate the western higher education training mode and implement the tutorial system. Some Chinese scholars have put forward some suggestions on this system.

Hou Jincai, Li Jingping and Yu Haitao point out in "Discussion on The Innovation Ability of Graduate Students Trained by Tutor Group System". In many universities, some tutors not only teach, but also serve as administrators. Therefore, some tutors can hardly devote themselves to the guidance work of students because they face the subject, academic assessment and trivial administrative affairs at the same time. In addition, a single supervisor usually has a high level of professional research, which leads to limitations in his/her scope of knowledge. Meanwhile, master students are in a period of near maturity, with a strong thirst for knowledge and high expectations for the future. A single tutor cannot meet students' demands for broadening their knowledge and acquiring cutting-edge knowledge. In addition, replacing a single tutor with a tutor group can better realize resource sharing and interdisciplinary communication, and also cultivate the team spirit of graduate students. From the perspective of students, Zhang Ling argues in the Review of Research on Academic Societies and Their Cultivation of Graduate Students' Academic Ethics. The academic associations in colleges and universities play a great role in improving the academic level, practical ability and social ability of graduate students, and can regulate the academic ethics of graduate students.

In the process of graduate student recruitment, there are great differences in the number of students enrolled between different majors. Some unpopular and emerging majors only enroll single-digit students. As a result, very few students sign up, and they often have no students passing the national minimum mark. So these majors only accept students who originally plan to study in other majors.[1]This situation is very bad for the growth of students. Graduate students have entered the society and have a strong need for social contact, but they are often scattered in universities. Without necessary group interaction, some students may feel lonely, while the relationship between students and tutors is more teacher-student relationship, which will further aggravate students' tension and discomfort. Therefore, it has its positive significance for the establishment of graduate student groups.

In addition, even if academic masters need more theoretical study, it does not mean that a large number of theoretical courses should be offered. Too many theoretical courses will inhibit students' enthusiasm for learning and exploration. Different from undergraduate education, master education is more society-oriented and more specialized, so more efforts should be made in training the practical ability of master students to ensure that academic master students have enough time for thinking and research. As we mentioned above, most of the students who prepare for the postgraduate exams, they become postgraduate students for the purpose of getting better jobs and jobs. They do it either for the chance to study abroad or for a

higher salary or social status. This will lead to fewer students aspiring to work in fields such as education and research. Therefore, expanding the enrollment scale of professional master's degree and developing higher quality vocational education have become the key points for colleges and universities to train postgraduate students.

In fact, due to the late start of professional master's education in China, there is a big gap with foreign countries in the training mechanism. At the same time, China's professional master education has not been widely recognized by the society, so there are many problems in the training process of students, in terms of the proportion of investment in funds, the provision of teachers, the training mode and the quality of students. More seriously, the high proportion of higher education evaluations and unofficial rankings gives local colleges and universities more incentive to improve their research than to develop professional education.

2.2 The significance of training full-time professional master

In the research on the training mode of professional Master, Cheng Yao pointed out in the article "An Analysis of the Training Mode of Full-time Professional Master" that different schools should adopt different teaching methods according to the characteristics of students' quality. For example, on-the-job graduate students, they usually have work experience. Their purpose of study is also very clear, they become graduate students to better complete the work and promotion. So for on-the-job graduate students, those too abstract theory courses are not suitable for them.

And those who mainly enroll fresh undergraduate students become full-time professional master's programs. Its students are characterized by systematic theoretical foundation but lack of practical experience. Their learning motivation is to better employment and enhance ability. They hope to gain an advantage when applying for jobs through a graduate program. They hope to find suitable and high quality jobs. And they have visions of the future but often lack clear goals. Therefore, for these students, the curriculum setting can focus on professional courses and practical courses, lay a good theoretical foundation, and focus on cultivating graduate students' hands-on and practical application ability.

This is very important, focus on training full-time professional master's is far more than on-the-job postgraduate. First of all, the sustainable development of a country should be based on bringing new blood to the economy and society. Each generation will assume the responsibility of supporting the society at a certain period. Only by continuously cultivating excellent talents can social development be guaranteed not to be blocked by the lack of talents. Secondly, the full-time training mode is conducive for students to receive systematic theoretical learning. [2]A diversified campus environment can provide students with more space and time for development, instead of being overwhelmed by work. Finally, if those who have jobs can achieve personal benefits through on-the-job graduate programs, training qualified full-time professional masters will mean that the contradiction between

supply and demand of talents in the whole society will be alleviated, and the employment pressure of undergraduate graduates will be reduced. This is more beneficial to the whole society.[3]

In addition, in the relevant literature on the training mode of professional masters, opinions such as "school-enterprise combination", "double tutorial system" and "diversified graduation evaluation mechanism" are also popular.

School-enterprise combination aims at establishing the cooperation mechanism between universities and enterprises related to majors. The key point is to share information and resources. On the one hand, for colleges and universities, professional masters need more practical opportunities and a better practical environment. Cooperation between universities and enterprises can increase the internship opportunities of students and achieve the purpose of cultivating professional master students with high-level theoretical foundation and strong practical ability. Meanwhile, schools can also get research topics and financial support from enterprises. On the other hand, for enterprises, through school-enterprise cooperation, recruiting interns and hiring graduates can reduce employment risks and training costs, and effectively avoid losses caused by adverse selection in recruitment. At the same time, enterprises can entrust colleges and universities to train employees to meet their needs. In addition, enterprises can also quickly put the latest achievements of university research into production and management to improve the efficiency of enterprise production and management.

The double tutor system is a mechanism of joint training of graduate students, which is based on "school-enterprise cooperation". In a Brief Discussion on the Profound Influence of the "Double Tutor System" on joint Training of Graduate Students, Zhang Xiaodan believes that attention should be paid to the cultivation of postgraduate students' scientific research ability and practical ability. A single tutor has its inherent limitations, while a second tutor can effectively make up for this deficiency. When choosing a tutor of related interdisciplinary majors or personnel from enterprises outside the university as a second tutor, it can broaden the knowledge horizon of postgraduates and increase their social experience. In the management of graduate students, setting up a second tutor can share the workload of the first tutor.

The diversified graduation evaluation mechanism refers to the professional master's degree thesis and graduation design, which are not confined to the traditional form. Previous dissertations can reflect the academic level of graduate students' theoretical foundation, applied theoretical ability, innovative thinking ability and other considerations. However, the thesis is not suitable for professional masters who pay more attention to the cultivation of application and practice ability. It can be improved through internships in enterprises, research on practical topics, and school-enterprise dual evaluation.[4]

2.3 Interdisciplinary and cross-disciplinary

Now, let's talk about interdisciplinary and cross-disciplinary issues.

This problem divides into recruit students and train student two parts, start from recruit students first.

Huang Yongrong pointed out in His thinking on Cultivating The Interdisciplinary Comprehensive Quality of Postgraduate Supervisors -- The Third in a Series of Studies on Postgraduate Education that the interdisciplinary enrollment system is not perfect enough.[5]This one problem basically is manifested in: to the student some restriction is too strict, for example enter oneself for an examination condition, prohibit cross major enter oneself for an examination. There is a lack of specific policies that encourage students to cross schools, colleges, disciplines, and majors. Some colleges and universities may set conditions and discriminate against cross-major students. Due to the lack of emphasis on interdisciplinary thinking mode in written test and interview, the examinee should not be examined from multiple perspectives according to his/her original background.

Cross-disciplinary and cross-disciplinary candidates are at a real disadvantage when competing with candidates in their own majors and related majors. Faced with this problem, students need to consider. But in general, those who choose to cross major tend to have stronger determination and clear goals, and are generally more motivated to learn. This gives them an advantage. Nowadays, there are usually no conditions for cross-disciplines and cross-disciplines in the initial examination and interview of the national unified examination for postgraduate students. In particular, some colleges and universities prefer cross-disciplinary candidates to candidates of the same major. Colleges and universities should fully respect the examinee's right to choose a new major when enrolling students. At the same time, the selection of talents is conducive to the in-depth professional research, especially for interdisciplinary, multi-disciplinary and multi-angle research strength.[6]

More careful guidance is needed in the training of interdisciplinary postgraduates.

Many colleges and universities have set up interdisciplinary major. However, sometimes, these interdisciplinary majors are located in the department management system of a single discipline, and students often learn this major through scattered courses of different major directions. This training mode is not conducive to students' integration of the characteristics of interdisciplinary majors, nor conducive to the formation of a systematic knowledge structure.

Zhan Lijuan and Xu Qingshan put forward several suggestions on strengthening the discipline integration ability in their discussion on the Current Situation and Approaches of Interdisciplinary Training for Graduate Students:1. A series of long-term comprehensive interdisciplinary academic reports;2. Make full use of the school's faculty and set up as many interdisciplinary and comprehensive courses as possible; 3. Adhere to scientific research projects and research topics as the core, and promote the operation of interdisciplinary research. In addition, the author also believes that a long-term stable independent special training institution should be established to ensure the sustainable development of interdisciplinary research.

The construction of interdisciplinary system should start from the two aspects of hardware and software. In terms of hardware, interdisciplinary majors should be based on stable specialized institutions. In software, the development of interdisciplinary subjects requires the integration of curricula and the increase of interdisciplinary activities.

3. Conclusions and Recommendations

From the above point of view, we can roughly see that although there are many problems in the mechanism of postgraduate training in China. However, with the accumulation of time and the promotion of reform, both the social evaluation and the construction of the training mechanism follow a relatively reasonable direction of development and gradually improve.

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