

Integrating "Knowledge Inquiry" into "Moral Cultivation" -- A New Guidance for the Development of Graduate Education Organization in the New Era

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Abstract: In the western classical view of graduate education organization, the core is the exploration of the profound knowledge, which is apparently not suitable for the mission in the new era. In this article, the author deeply analyzes the knowledge centrality in the classical view of graduate education organization, demonstrates the logicity of the "mission of moral education", and proposes that the new turn of graduate education reform is from "knowledge inquiry" to "moral cultivation".

Keywords: Knowledge, Graduate education, organization, Moral education and cultivating people

1. Introduction

American educational philosopher Brubacher holds that there are two main ways for a university to establish its position, that is, there are two main philosophies of higher education, one is based on epistemology, and the other is based on political theory. From the perspective of philosophical cognition and practical exploration, epistemology and political theory should not be an either-or relationship, but should support and complement each other, so as to realize the essential integration of the same line [1]. In the view of higher education organization represented by Clark, higher education organization is generally defined as "knowledge organization", and knowledge is regarded as the core element of the organization. This view adheres to the epistemological philosophy orientation of higher education, accurately grasps the "academic characteristics" of higher education, and affirms the role of colleges and universities in knowledge creation, processing and dissemination. However, it ignores the principal role of students and simply defines students' learning interests as "seeking employment opportunities through education [2]". Adhering to the unity of epistemology and political theory of higher education is also pressing for the graduate education organization to speed up the transformation, and promote organization development direction "knowledge exploration" and "moral cultivation" integration. It is of theoretical and practical significance to implement the national graduate education work conference spirit and cultivate high-level talents that meet the national needs and have both ability and integrity [3].

2. Knowledge Organization: The Core Attribute of Graduate Education Organization from the Perspective of Epistemology

2.1 Knowledge-Based Organizational Positioning: A Research Venue for Creating and Imparting Knowledge

In the history of graduate education, graduate education organizations have been entrusted with the mission of creating and imparting knowledge in research. Graduate education organization is defined as knowledge organization, in which scientific research is in the first place, knowledge innovation and creation activities accompanying scientific research are in the dominant position, and the function of talent cultivation also receives more concerns, but obviously it needs to be ranked second. In Germany, Humboldt positioned the ideal of university as "knowledge discovery" and defined the process of implementing higher education as the process of inquiry. He believed that low-level education spreads established knowledge, while high-level education completes the mission of inquiry. Knowledge inquiry and creation should be the primary purpose of postgraduate education. In the 20th century, the center of graduate education in the world moved to the United States. The University of Chicago led by

William Harper has made it clear that the most important school-running principle is "continuous exploration into every field of knowledge" and maintains that teaching should be subordinate in graduate education. Therefore, the production advantage of new knowledge has become the core competitiveness of research universities [4,5].

2.2 Knowledge-Based Organizational Operation Structure: The Subject Model of the Knowledge Boundary is the Main Body

In graduate education organization, subject mode is the main body and mainstream. A discipline is a subdivision of scientific knowledge. Despite the subject classification has undergone a long-term evolution process, whether it is the analysis method proposed by Copernicus in the Renaissance, Bacon's classification method based on the characteristics of human thinking, and Engels's thinking based on historical materialism to divide disciplines with a developmental perspective, its essential process is to delimit the boundaries of knowledge with common characteristics and universal connections, which is a subdivision form of generalized knowledge [6]. With the introduction and maturity of the graduate school system, postgraduate education has a coordinated administrative body at the middle level, but the operation focus of specific organizational activities is still subject. Therefore, the process of postgraduate education is based on the in-depth exploration of the subject grid.

2.3 Knowledge-Based Organizational Characteristics: Diversity, Looseness, and Openness

(1)Diversity. Because of the multiple forms of knowledge in structure, knowledge-centered higher education organization naturally becomes a complex system integrating multiple goals and cultures. The pluralism of postgraduate education is mainly reflected in the following aspects. First, the internal function and structure are complex. Second, the organizational objectives are various. American scholars Gross and Grambas conducted a questionnaire survey which fully reflected the differences in goals of different graduate education organizations [7]. Third, the organizational culture is plural. It is deeply influenced by the development course, school-running purpose and style, and is the most fundamental specific mark of the difference between graduate educational organizations.

(2)Looseness. The knowledge core of graduate educational organization determines its looseness. First, the basic unit of the organization is loose. Graduate education takes laboratory and research group as the basic unit, which leads to the scattered graduate education. Second, the activities of organization members are loose. Graduate education organization contains subject leaders, young scholars, doctoral supervisor, master tutor at different levels and different students' grade, which results in dislocation of group activities on the basis of unified pace. Third, organizational structure is loose. Each independent discipline has its own discipline culture and subculture, presenting a high degree of "autonomy", which makes graduate education presents a certain "anarchy".

(3)Openness. The main carrier of postgraduate education organization is scientific research, which itself has important social attributes. The maturity and development of postgraduate education cannot be separated from the social support and the precise connection with social demand. Abraham Flexner, a famous critic of American higher education, once pointed out that "a university is not something outside the general social organization of a certain era, but something within the social organization... It's not something isolated." [8] Graduate education, as a high-level stage of university, must have the ability to adapt to the society and the environment, which is also the necessary choice for the survival and development of graduate education organizations [9].

3. The Transformation Path of Postgraduate Education Organization: Integrating "Knowledge Inquiry" into "Moral Cultivation"

3.1 The Transformation of Organizational Positioning: From a Place of Knowledge Inquiry to a Highland of Talent Cultivation

Organizational positioning determines the direction of organizational development. Since the birth of graduate education as an organization with a complete structure, its mission has been defined as the development of "pure academy" [10-12]. The training of graduate students contains the contradiction between difficult and implicit moral education and quick and obvious effect of talent education. Compared with moral education evaluation, the cultivation of knowledge and skills can be seen,

quantified and collected [13]. As the highest-level organization of higher education, postgraduate education should clearly define the core of development as a highland for the cultivation of talents needed by the country. The first is to further clarify the goals of organizational construction. We should strengthen the core position of talent training in the graduate education, and promote the overall education, full-process education, the all-round education building. Second, it is necessary to consolidate the thinking of the members of the organization and fulfill the responsibility of moral education. The key point is to strengthen the construction of postgraduate tutor team, strengthen the positioning of postgraduate tutor as the "first responsible person" in postgraduate training so that the focus of tutor's work can return to the original intention of talent training. The third is the culture construction with organizational characteristics and the centripetal force of talent training. It is essential to give full play to the leading role of the figures with meritorious deeds. Graduate education organizations should advocate the values of people-oriented, solidarity and cooperation of teaching and learning, so that the cultivation of high-level innovative talents becomes the value consensus of all organizational elements [14].

3.2 Transformation of Organizational form: From a Dot form of Subject Autonomy to a Radial form Around the Center

At the beginning of its formation, graduate education organizations existed in the form of dispersed and autonomous research institutes. After the discipline classification system matured and solidified, the autonomy of disciplines was enlarged. Research institutes carried out their scientific work according to the discipline of related system and standard, but the whole graduate education organization still presented an independent and disorderly dotted form. In the new era, colleges and universities have established the principal responsibility system under the leadership of the party committee, clarified the party committee's overall leadership of the work of colleges and universities, and promoted the implementation of the fundamental task of morality education. Under the guidance of this goal, graduate education organizations urgently need to establish a radiative form with the leadership of the Party Committee as the core and the academic committee and degree committee as the leadership of the independent development of all disciplines, including three levels. The central level is to give play to the core role of university party committees and secondary college party committees, clarify the goals and directions of graduate education, and strengthen the ideological and political work of graduate students. At the intermediate executive level, the academic committee, degree committee and other deliberative institutions play the role of gatekeeper decision-making and the overall coordination role of graduate school, clarify the postgraduate training standards, and build a long-term mechanism to promote the emergence of outstanding talents. At the end of the implementation level, the independence and subjectivity of postgraduate education of all disciplines are guaranteed, and the tradition inheritance and innovative advantages of the discipline are given full play.

3.3 The Transformation of Organizational Characteristics: Oriented Diversity, Centered Looseness, and Oriented Openness

(1)Oriented diversity. Due to the heterogeneity of its internal participants, the differences in subject culture, the historical conditions of the organization's formation, and the specificity of the external environment, the graduate education organization itself and different organizations have their own styles and characteristics. After entering the new era, the party and the state successively held the National Education Conference and the National Postgraduate Education Conference. The strategic and directional planning of graduate education has become clearer, and the requirements for the improvement of talent training quality have become more urgent. This requires graduate education organizations to further focus on commonality and seek consensus on the basis of maintaining inter-subject characteristics, and firmly grasp the cultivation of morality, intelligence, and beauty.

(2)Centered looseness. Higher education organizations are loose organizations. The degree of looseness of graduate education is higher in higher education organizations due to the higher degree of subdivision and independence of its activity units and subject areas. After the 18th National Congress of the Communist Party of China, the central government made a strategic deployment to promote comprehensive and strict governance of the party, highlighting the role of college party committees in commanding the overall situation and coordinating all parties, as well as the political gatekeeping function in grasping the direction of school management. This makes graduate education organizations' core become clearer.

(3)Oriented openness. At the beginning of its formation, the organization of graduate education

aimed at seeking the most advanced knowledge and academic attainments, and its "ivory tower" orientation made it decoupled from the secular society to a certain extent. By absorbing the ideal foundation of Humboldt University in Germany and opening cooperation with foundations and the federal government, graduate education organizations in the United States have gained a great deal of financial support, which gives them an important opportunity for development. The academic exploration of postgraduates is no longer only about the truth, but also about the application and transformation. After entering the era of knowledge economy, science and technology are regarded as the first productive force, and knowledge is clearly regarded as the first element. Graduate education, as a series of discovery, dissemination and transformation of knowledge, has become the "top priority" to promote the development and reform of the era.

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