

Development Status and Future of General Education in Colleges and Universities in the Era of Globalization

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Abstract: *With the development of the era of globalization, the comprehensive quality requirements of college students have increased, and the long-standing shortcomings of my country's higher education system have gradually appeared. The development status and future development of general education has become a concern of people. The purpose of this article is to study the development status and future of general education in universities in the era of globalization. This article analyzes all aspects of the public education system of the country, society, family, higher education, etc., understands the current situation and future development of my country's general education system, discovers the main problems currently existing, and conducts in-depth research on appropriate implementation countermeasures. It aims to provide new perspectives and suggestions for the development of general education courses in my country's universities, and to provide references for the reform of general education. This article conducts an experimental investigation and analysis on the general education courses of self-employment of students in certain colleges and universities in this city. The experimental research shows that only 28.6% of the students who choose the discussion method, case teaching method, and self-directed learning method are used, especially to cultivate students' learning habits. The self-directed learning method with self-directed learning ability only accounts for 7.25%, which shows that most colleges and universities now have a relatively simple teaching method for general education courses.*

Keywords: *General Education, Educational Development, Development Strategies, Professional Education*

1. Introduction

General education is by no means the mission of colleges and universities, and it is impossible for colleges and universities to "single-handedly" complete all the tasks of general education, because the so-called "general education" means general knowledge, general knowledge and general awareness, and these are by no means just students. It can be completed and achieved through a certain stage or several stages of learning. It can be said that it almost runs through a person's life. A person should receive different levels of general education from elementary school or even kindergarten. It can be done by the family and all walks of life together [1-2].

In the current development and future research of general education in universities in the era of globalization, many scholars have conducted research on it and achieved good results. Significant results, with general education as the main content of human education" [3]. Bresciani respectively elaborated on the general education curriculum settings of several famous universities in the United States, such as Harvard University, University of Chicago, University of Maryland, Columbia University and Stanford University, and advocated that Chinese universities should pay attention to the status of general education in universities [4]. It can be seen that research on the development status and future development of general education in colleges and universities in the era of globalization is of great significance to the development of education in my country.

This article first discusses the general education system implemented by many universities in our country, and introduces our country's general education system, as well as the first value orientation. By defining the characteristics, analyzing the causes, and summarizing this value orientation, a systematic and profound understanding of the value orientation of general education in our country's colleges and universities can be realized.

2. Research on the Development Status and Future Development of General Education in Universities in the Era of Globalization

2.1 Research on the Implementation Characteristics of General Education in Colleges and Universities

(1) From the perspective of the training goals of general education

From the perspective of the training goals of general education, there are three views of "humanistic literacy", "generalist or innovative talents" and "holistic theory" among Chinese universities. "The theory of humanistic literacy" believes that the purpose of general education is to cultivate students' humanistic literacy, and general education is humanistic education [5]. From the perspective of the types of universities, the universities holding this teleological view are mainly science and engineering universities, such as Huazhong University of Science and Technology. The "Generalist or Innovative Talent Theory" believes that the purpose of general education is to lay a solid foundation and cultivate generalists who understand everything or innovative talents with practical and innovative capabilities.

(2) From the perspective of the relationship between general education training goals and implementation

Judging from the implementation of general education in various colleges and universities, not all colleges and universities can effectively implement the training goals of general education. There are two situations of "reciprocity" and "disconnected" between the training goals and implementation of general education. This situation of "echoing each other" and "disconnecting from each other" not only refers to the degree of convergence between the implementation system of general education and the training goals, but also refers to the degree of relevance between the implementation content of general education and the training goals [6-7]. Colleges and universities that "echo each other" in their training goals and implementation conditions tend to be equipped with a sound curriculum, teaching evaluation, and system support while proposing the purpose of general education, and the content and structure of the curriculum are in line with the purpose of general education.

(3) From the perspective of the degree of system support for general education

Not all colleges and universities in our country have complete system support for the implementation of general education. At present, only a few comprehensive colleges or normal colleges have relatively complete system guarantees when implementing general education, but more colleges and universities lack complete system guarantees when implementing general education, and some even there is no clear system support.

2.2 Experiences from the Integration of General Education and Professional Education in US Universities

(1) Advanced general education concepts

General education in the United States does not advocate the professionalization of education. The purpose of education is not to train professionals in a certain field, but to cultivate comprehensive and comprehensive people, cultivate students' ability to be independent students, and exercise their way of thinking.

General education courses aim to increase students' knowledge outside of educational activities and help students design integrated sciences. Therefore, when colleges and universities implement the general education system, they must not only make students aware of the importance of general education curriculum development, so that students can always pay attention to knowledge even in the process of Broadcom and integrated career development [8-9]. In the United States, the penetration rate of the general education system is very high, and participants will study this course in the first two years after enrollment. In order to increase the role of vocational training.

(2) Curriculum system of scientific system

The curriculum system of the scientific system is the carrier of educational activities carried out by American colleges and universities. The curriculum focuses on the cultivation of students' knowledge, ability and way of thinking, and at the same time teaches students the methods of learning and establishes the concept of lifelong learning. In addition, the course content is relatively rich, focusing on the integration of knowledge and forming a systematic knowledge network for students to learn and

master [10-11]. In short, the integration of general education needs to be achieved through the setting of courses, so that the two can move forward together.

(3) Effective teaching management system

American colleges and universities adopt the teaching management system of the credit system. Students can choose courses with corresponding credits according to their own interests. They can complete their studies after completing the total credits. This gives students full freedom of choice, which is useful for expanding their knowledge coverage and optimizing their knowledge. The structure played a role. In terms of teaching methods, American colleges and universities generally adopt diversified teaching methods, mainly following the principle of "student-centered" to carry out educational activities. In the teaching process, American colleges and universities pay attention to interaction with students and emphasize communication and communication with students, instead of adopting a "cracking duck" teaching method to instill knowledge into students, but focusing on cultivating students' autonomy and independence.

(4) Strong teaching staff

Teachers are the people who will be engaged in teaching activities in the future. They play an important role in the development of their teaching activities and are the key to the implementation of training activities. Therefore, the teacher's own knowledge system, skills training, etc. [12]. To a certain extent, it directly affects the teaching effect and quality training. Especially in the context of emphasizing the integrated development of the general education system, a strong training ability is particularly important.

(5) Harmonious campus culture

In order to create a good university cultural atmosphere, American universities have held countless conferences, seminars and lectures to increase students' extracurricular knowledge and improve their cognitive level. These activities not only require experts in multiple fields, but also government officials, industry executives and ordinary community volunteers. Through these activities, students not only learn professional skills, understand the development of the professional field, but also improve their professional level, and this also helps students establish a positive outlook on life and values. This has also promoted high-quality general education to promote the stability and development of the American higher education system.

2.3 Questionnaire Sampling Algorithm

The method of calculating the tasks assigned to each questionnaire is to first calculate the number of tasks assigned to each processor at least:

$$AvgNum = \lceil N / Size \rceil \quad (1)$$

If the number of questionnaires processed cannot be divisible by N, then there is

$$RNum = N \bmod Size \quad (2)$$

Each processor is assigned to AvgNum+1 sampling tasks.

3. Experimental Investigation and Research on the Development of General Education in Colleges and Universities in the Era of Globalization

3.1 Questionnaire Design

This article investigates the cognition of the relationship between the cultivation of innovative and entrepreneurial talents and the general education of intellectual property in universities. The main purpose is to investigate the understanding of university students about the general education of intellectual property and the cultivation of innovative and entrepreneurial talents and the understanding of the relationship between the two. The purpose is to understand the degree of understanding of the importance of general education of intellectual property in colleges and universities. It mainly includes the understanding of the connotation of general education in intellectual property, the difference between general education in intellectual property and professional education, whether there is any interaction between the cultivation of innovative and entrepreneurial talents and general education in intellectual property in universities, and what interactions are included if there is.

3.2 Survey Sample

This study uses 5 universities in the city as samples, each of which contains students with different educational backgrounds and degrees. In order to ensure the accuracy and reliability of the survey results, this study adopted the form of on-site anonymous answers.

3.3 Questionnaire Collection

In this questionnaire survey, a total of 100 questionnaires were distributed and 842 valid questionnaires were returned. The effective questionnaire recovery rate was 84.2%, which can be used as the basis for the research conclusions.

4. Investigation and Analysis of the Development Experiment of General Education in Colleges and Universities in the Era of Globalization

4.1 Unclear Positioning of Training Objectives

The work of general education affects the development direction of general intellectual property education. At present, the society's demand for reducing work pressure has caused many universities to offer general copyright education, but most universities cannot explain the significance of this education project. In the questionnaire "What do you think is the purpose of general education on intellectual property rights in universities", the educational goals selected by students from different schools are very different. The experimental results are shown in Table 1.

Table 1: Survey on the Purpose of Intellectual Property General Education in Universities

Measure	Male	Female
Enhance innovation ability	13.6	12.9
Improve intellectual property protection	30.5	28.4
Raise awareness of property rights	34.2	35.7
Cultivate innovative ideas	21.7	23

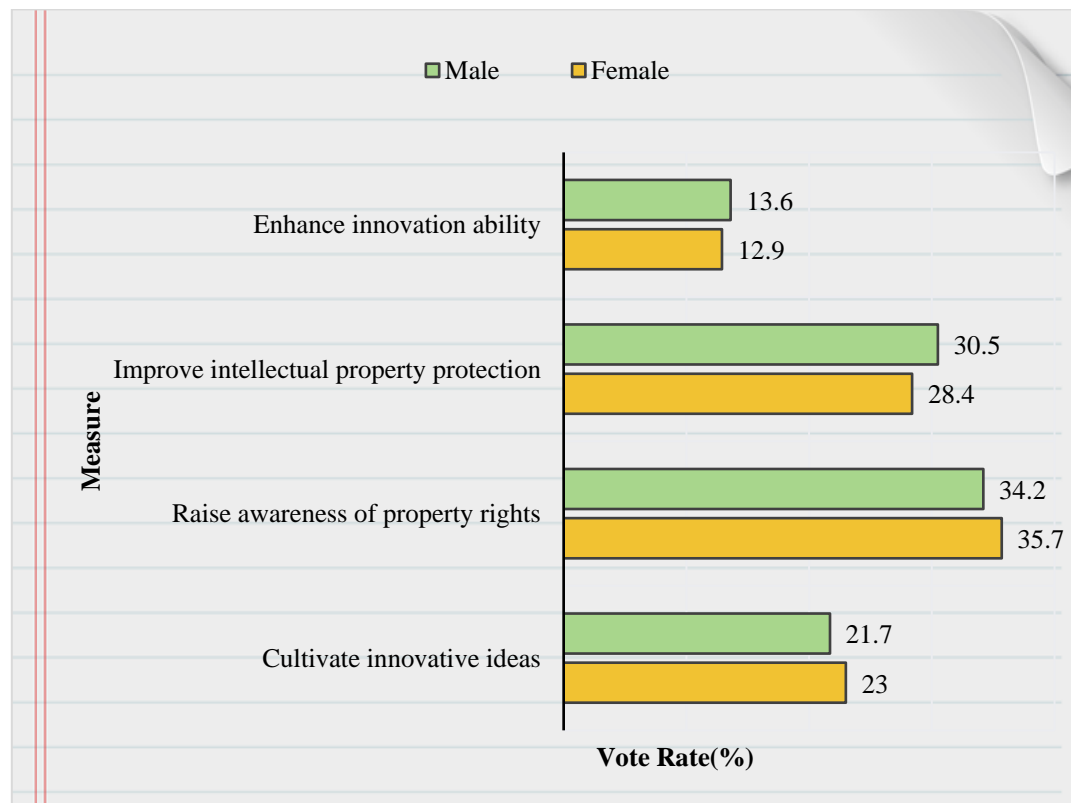


Figure 1: Survey on the purpose of general education on intellectual property in universities

As shown in Figure 1, 22.35% of people choose to learn intellectual property to cultivate students' innovative skills, 34.95% think that this can improve their scientific knowledge, and 29.45% agree to improve the use, protection and control of intellectual property.

4.2 Single Teaching Method

Intellectual property general education under the vision of cultivating innovative and entrepreneurial talents places more emphasis on cultivating students' practical ability. Therefore, after completing what they have learned, some questions will be asked to students, and students will use various methods to proactively find solutions to problems. The continuous improvement of the comprehensive quality of students in all aspects is the teaching method suitable for current intellectual property general education. According to the survey results of the teaching methods of intellectual property courses in colleges and universities, Table 2 shows.

Table 2: Investigation of Intellectual Property Teaching Methods in Colleges and Universities

Method	Male	Female
Teaching method	72.3	70.5
Discussion method	11.4	13.2
Case Teaching Method	9.4	8.7
Self-directed learning	6.9	7.6

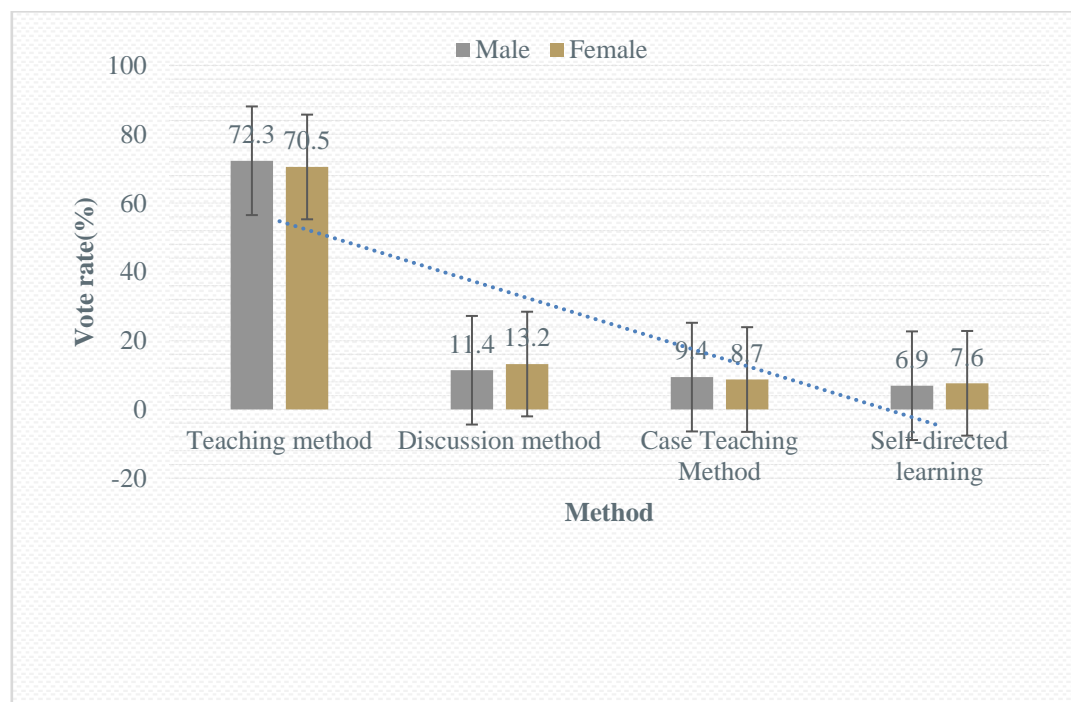


Figure 2: A survey of intellectual property teaching methods in colleges and universities

As shown in Figure 2, the students who choose the teaching method still account for 71.4%, and the students who choose the discussion method, case teaching method, and autonomous learning method account for only 28.6%, especially the autonomous learning that cultivates students' learning habits and autonomous learning ability. Law only accounts for 7.25%.

5. Conclusions

General education is not only a process, but also a course exercise. Its ultimate goal is to promote the overall development of students' understanding, physical strength, morality and emotional well-being, and to focus on "complete" life development. However, most Chinese universities only focus on cultivating "experts" and do not pay enough attention to general education, which is very different from the development view of modern universities. Fortunately, as a curriculum concept, ordinary university courses have gradually been adopted by the national community of my courses.

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