

Integration Research of General Education and Professional Education in Chinese Applied Universities

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Abstract: The principle of 'student-centered' is the fundamental concept followed in the cultivation of high-quality undergraduate talents and educational reform. General education aims for the holistic development of individuals, while professional education emphasizes the mastery of specialized knowledge and skills needed in society. The purpose of education is to cultivate character and abilities in students, as they need to mature as responsible individuals and excel in their chosen fields. Therefore, in the perspective of 'student-centered', applied universities cannot neglect both general and professional education. In the process of integrating 'general education' and 'professional education' in Chinese applied universities, three main issues have emerged: deviations in educational philosophy, barriers in curriculum design, and drawbacks in educational management. From the viewpoint of 'student-centered', a path for the integration of 'general education' and 'professional education' in Chinese applied universities is proposed: build upon students' development as the foundation and deepen the philosophy of integrating 'general education' and 'professional education'; orientate the learning process towards students' needs and integrate the curriculum systems of 'general education' and 'professional education'; set students' learning outcomes as the primary goal and improve the management system of the integrated 'general education' and 'professional education'.

Keywords: Application-oriented university, General education, Professional education, "General professional" education integration, Student-centered

1. Introduction

In September 2018, the Ministry of Education issued the Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving the Ability to Cultivate Talents, which proposed in the basic principles that "adhere to the student center and develop comprehensively." To promote the comprehensive development of students as the center, not only pay attention to 'teach well', but also pay attention to 'learn well', stimulate students' interest in learning and potential.^[1]The document fully reflects the idea and connotation of "student-centered" in the basic principles and specific work deployment, and uses the expression of "student-centered", indicating that the development and application of "student-centered" education concept has entered a new stage. The goal of higher education is to provide the society with all-round development of modern talents. All-round development refers to the development and improvement of the comprehensive quality of human intelligence, emotion, ability, brain, physical strength and other aspects. Therefore, only by maintaining the leading position of professional education in higher education and integrating general education into professional education, can application-oriented universities achieve the long-term development of general education and professional education and meet the needs of talents in China's modernization construction. From the perspective of "student-centered", this paper summarizes the connotation, relationship and basic objectives of "general professional" education, explores the problems existing in the integrated development of "general professional" education in applied universities, and strengthens the integrated development of the two through the inspiration of "student-centered" education from the perspective of "general professional", in order to provide a path for the construction of applied universities in China.

2. The connotation of "general professional" education from the perspective of "student-centered"

General education aims to cultivate students with basic knowledge, basic skills, basic qualities and basic values, so as to promote the harmonious, healthy and all-round development of students, and finally achieve the purpose of comprehensive education.^[2] Professional education aims to cultivate talents with knowledge or skills in a certain field, and its essence is a kind of higher education with strong professionalism and operability. Professional education aims to cultivate professional skills and professional knowledge as the main purpose, so that students can get comprehensive and free development in their own professional fields, and realize the ultimate goal of cultivating high-quality professionals with Chinese characteristics and international level.^[3] The reform of "student-centered" undergraduate teaching mode has three basic characteristics: Taking students' learning as the center, learning effect as the center, and student development as the center, referred to as the "New three centers"^[4] Different from the traditional "teacher-centered", "teacher-centered" and "classroom-centered",^[5] It is also different from the "discipline-centered" emerging in Chinese universities in recent years. From the perspective of "student-centered", students learn not only for the sole purpose of mastering knowledge, but more importantly for the construction of knowledge, understanding of the connotation, transferable learning ability and the cultivation of thinking mode, so as to develop their own potential and obtain better learning results. To realize the integrated development of general education and professional education is the inevitable requirement of implementing "student-centered".

3. The basic goal of "general professional" education integration in application-oriented universities from the perspective of "student-centered"

The cultivation of applied talents is a process of growth in integration. Through the integration development of social value and personal value, the integration development of moral quality and cultural quality, and the integration development of scientific literacy and humanistic literacy, the integration development of general education and professional education can be better realized.

3.1. The integration and development of social values and personal values

Social value means that people create wealth and value to meet the needs of others, society and nature through their own social practice when dealing with personal relationships. On the contrary, personal value refers to the wealth and value of the individual from others, society and nature. By analogy, general education generally emphasizes the social value of human beings, while professional education emphasizes the individual value of human beings. Satisfying people's own development and internal needs is the highest embodiment of the value of education, the trend of the development of modern material civilization and spiritual civilization, and also the "student-oriented" education concept is strongly recommended. However, people depend on the existence of the group, need to accept the services of the society, and should serve the society at the same time, it is unrealistic to talk about the subject value of people completely apart from the social attribute. Therefore, in order to realize the unity of social value and individual value, in the cultivation and education of people, we should vigorously strengthen the integrated development of "general professional" education, and give full play to its instrumental value of promoting social progress.

3.2. The integration and development of moral and cultural qualities

Einstein once pointed out that it is not enough to educate people with professional knowledge, through professional education, he can become a useful machine, but can not become a harmonious development of people.^[6] For some time, I have often heard about academic misconduct and criminal incidents caused by college students, such as paper fraud, Internet fraud, and campus theft. Have to raise people's attention. Over the years, the higher education in our country has trained a group of highly qualified people with profound knowledge and superior intelligence. However, because the colleges and universities do not pay enough attention to the ideological quality of the students, some people ignore their own good personality and the cultivation of moral character while absorbing knowledge, causing them to deviate from the values and ethics. Strengthening the integrated development of "general education" can not only make students realize that ideological and moral construction is as important as scientific and cultural construction, but also make students regard individuals with unique personality

charm and noble moral style as social elites, and even take the initiative to transform and help others with their sound personality quality and strong will quality.

3.3. The integrated development of scientific literacy and humanistic literacy

Accomplishment refers to a certain mental or ability attribute of a person. It can be innate, but it is more acquired through practice and exercise.^[7]The connotation of humanistic literacy is mainly composed of three aspects: humanistic skills, humanistic abilities and humanistic qualities, and the key lies in the spirit of "taking people as the object and the core". The "human spirit". From the point of view of the group, the humanistic quality is a concern to the significance of human existence and social value. From the individual point of view, humanistic quality is the pursuit of personal moral spirit and good life. Scientific literacy is mainly composed of three aspects: scientific knowledge, scientific method, and the role of science to society. Only those who fully meet the requirements of the above regulations can be identified as having basic scientific literacy. At the same time, the improvement of scientific literacy is the realistic need for the all-round development of students and the harmonious development of society. It not only helps them better understand and use science and skills, but also helps them learn the ability to understand and make decisions about the changes in the unknown world. Therefore, colleges and universities should not separate professional education from general education because of disciplinary barriers, resulting in the separation of the cultivation of scientific literacy and humanistic literacy, but should achieve mutual integration of the two.

4. Problems existing in the integration of application-oriented universities' "general professional" education

In the process of the development of applied universities, the integration of general education and professional education has gradually exposed many problems, such as the deviation of educational concept, the barrier of curriculum setting, and the drawbacks of teaching management between general education and professional education, which need to be rationalized and solved in the process of integrated development.

4.1. There are deviations in educational concepts

First, there are contradictions between advocates of general education and teachers and students. For applied universities, in the curriculum system of colleges and universities, as long as the professional courses conform to the general curriculum and general education concept can be regarded as general courses, and there is no conflict between the two. Such as college English, advanced mathematics and other courses, can meet the needs of general education and professional education. Only in this way can we deepen students' understanding of knowledge structure and help students form a holistic view of knowledge under the educational concept of "wide aperture, thick foundation, heavy practice and strong skills", thus promoting students' healthy, sustainable and independent development. Second, general education and professional education have not formed a proper connection. Due to the lack of advocacy of the core concept of general education and the lack of promotion of general quality, the problem of "only emphasizing theoretical teaching and not emphasizing quality training" has emerged in professional education, which in turn leads to the failure of good connection with general education. Taking social work as an example, its value ethics advocate fairness and justice and safeguard the interests of vulnerable groups in society.

4.2. There are barriers in curriculum setting

First, the general curriculum is not perfect. Application-oriented universities have always attached great importance to professional education, and the professional curriculum has formed a relatively perfect curriculum system after several generations' efforts. As general education belongs to foreign education, the number of high-quality general education courses can not meet the teaching requirements mainly by learning from the experience of other schools in foreign countries or in China. Most applied universities include public courses such as foreign language and computer into general courses, emphasizing the instrumental nature of the courses and ignoring humanistic subjects such as literature, which is not conducive to improving students' universal humanistic quality and aesthetic level. Second, general courses and professional courses lack reasonable design. Application-oriented universities set up specialized courses and general courses separately and carry them out in stages. There are differences in

course orientation and teaching objectives between them. The teaching purpose and curriculum of professional education are more clear, while general education is more vague, so that education administrators, college teachers and students cannot effectively carry out specific courses. The professional and curriculum Settings of each college of applied university differ greatly, and the general courses are the same in the whole school, not combined with the professional Settings of each college, such as computer students have exceeded the general level of computer science, but still have to choose computer science courses.^[8]

4.3. There are drawbacks in teaching management

First, there is a shortage of teachers in general education. At the guidance level, many general education teachers lack the basic knowledge, basic skills, basic literacy and basic values required for general education. In addition, they usually undertake too much transactional work, which makes it more difficult to spare extra time and energy to study knowledge and skills related to general education, resulting in their general education guidance lagging behind. Second, the credit setting of general education and professional education is unbalanced. The proportion of credits in the curriculum of general studies is relatively low, and the number of credits available in each subject area is very small. In contrast, the proportion of credits of professional courses is very high, with a single course sometimes reaching six credits, which affects the breadth, depth and intensity of general courses in teaching design, not only makes students unable to choose general courses independently according to their own interests and employability, but also makes the goal of integrated development of "general" education unrealistic and difficult to achieve.

5. The integration path of "general professional" education in application-oriented universities from the perspective of "student-centered"

Application-oriented universities should always carry out the education concept of moral cultivation and student-oriented education. Application-oriented talents should be cultivated through deepening the concept and understanding of "general professional" education, integrating the curriculum system of "general professional" education, perfecting the management system of "general professional" education, and realizing the integrated development of general education and professional education.

5.1. Deepen the understanding of the concept of "general professional" education on the basis of student development

It can be seen from the traditional education concept that universities pay attention to cultivating "morality" and "teachers", which is the embodiment of the emphasis on basic general education. With the advancement of education reform in colleges and universities, the status of professional education can be rapidly improved, but one-sided professional education in colleges and universities is not conducive to the comprehensive development of people and the sustainable development of our country's economy and society. Therefore, applied universities should establish the idea of general education and promote the all-round development of students with basic general education. The promotion of the concept of general education cannot only rely on the implementation of "top to bottom", but the active participation of "bottom to top" is more effective. As an application-oriented university, general education and professional education should be treated equally, and the integrated development between them should be further promoted, so as to gradually realize the goal of comprehensive education. For professional departments, in the curriculum system of colleges and universities, as long as the professional courses conform to the general curriculum and general education concept can be regarded as general courses, and there is no conflict between the two. Such as college English, advanced mathematics and other courses, can meet the needs of general education and professional education.

5.2. Student-oriented, integrated "general professional" education curriculum system

The main practical way of education is students' learning, and the curriculum system is the central link that affects students' learning. According to the course arrangement and semester setting of different majors, application-oriented universities in China can carry out common basic courses throughout the first four semesters or set them in two semesters with fewer major courses, integrate related and similar majors, establish basic courses for majors, and achieve the educational goal of improving students' comprehensive quality while consolidating basic knowledge and expanding students' horizons. In the

course content setting, in addition to the compulsory courses of ideological and political science, foreign language, computer and other disciplines, several compulsory basic courses should be set up according to the similarity of majors, such as Chinese language, Chinese language and literature, journalism and other majors can set basic courses of literary history. In terms of learning mode, compulsory courses should be combined with elective courses, and each college should flexibly arrange compulsory and elective courses according to the semester distribution of courses. For example, the minor language major of the School of Foreign Languages can arrange compulsory English courses in the first two semesters, and English majors can choose general English courses in any semester, or apply for exemption from public English courses with professional English course scores.

5.3. To improve the management mechanism of "general professional" education with the goal of student learning effect

Applied universities should, according to their own teaching practice and discipline characteristics, ensure that the adjustment of the establishment of departments and professional layout is carried out in an orderly manner, and truly break the barriers and bottlenecks between each other, so that students can achieve the best learning results. To realize the integrated development of "general specialized" education in application-oriented universities, firstly, it is necessary to formulate a scientific and effective training plan and demand plan to improve teachers' comprehensive quality, enrich their theoretical knowledge of pedagogy and ethics, strengthen their original knowledge system, and thus form a comprehensive knowledge structure system. Second, it is necessary to continuously improve the incentive support system for general education teachers, regularly select and send excellent general education teachers to international famous universities and domestic well-known universities for training and learning, fully mobilize their initiative to participate in learning, and effectively strengthen the pertinency and effectiveness of "general education", so as to promote the overall development of the whole teacher team.

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