

Path of Reforming the Training Mode of Full-time Special Master Graduate Students in the Background of Special Master Enrollment Expansion

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Abstract: Facing the urgent demand of the economy and society for high-level applied talents, vigorously developing professional degree master's degree education and further innovating the cultivation mode of full-time professional degree master's degree students have become important measures to promote the cultivation of high-end applied talents in China. Colleges and universities should further strengthen the exploration and reform of the cultivation mode of full-time professional degree master's degree students, and explore the construction of a new mode of specialized master's degree cultivation with the integration of industry and education by docking with the industrial demand, further updating the enrollment method, clarifying the cultivation goal, reforming the cultivation mode, and upgrading the teachers' level, etc., so as to cultivate more high-level and urgently needed applied talents for the country.

Keywords: Full-time Specialized Master's Degree; Cultivation Mode; Strategy.

1. Introduction

Postgraduate education is an important part of China's higher education, and professional degree master's education is the main channel for cultivating high-level applied specialists. Since the professional degree education has been carried out, the professional categories of master's degree training have been broadened, the educated population has become larger and larger, and the influence has continued to be obvious, occupying a more and more important position in the cultivation of high-quality talents and the education of application-oriented talents. Since the special master expansion policy was released in 2009, the enrollment of professional master's degree has increased significantly, and master's education has changed from focusing on academics to focusing on practicality, while China's education system will undergo a historic change and make further strategic adjustments.

2. Cultivation Mode and Characteristics of Professional Degree Master's Degree Graduate Students in Foreign Colleges and Universities

Although there is no strict distinction between academic degree and professional degree for graduate students in foreign colleges and universities, they pay more attention to the integration of industry and education in the process of cultivation, so as to strengthen the cultivation of innovative talents. Take Germany, the United States and Japan as an example, Germany, as an industrial powerhouse, has always been a benchmark in the development of the integration of industry and education, which adopts the "dual system" model in talent cultivation, which requires that the practical courses and theoretical courses, and the proportion of practical teaching is very large [1]. In addition, German universities of applied sciences are oriented to practical application, focusing on the forefront of industrial

development, through the establishment of internship semesters and project learning, etc., around the enterprise problems to carry out research and propose solutions [2]. The collaborative education model of the United States is different from that of Germany, which takes the combination of industry-university-research as the core, and the cultivation goal embodies composite and innovative, focuses on improving students' engineering practice ability and innovation ability through the development of practical course study programs, and jointly cultivates high-level professionals needed by the industry with enterprises [3]. Japan's development of industry-education integration is well known in the world, and its unique government-industry-academia-research model is generated through the government's initiative to guide the cooperation between universities and industries [4]. Its curriculum is not confined to the general division of specialized fields, but through interdisciplinary education to cultivate new research talents with the knowledge of integrating various disciplines [5].

It can be seen that foreign colleges and universities are concerned about the degree of match between the development of students' ability and the industrial demand in terms of cultivation objectives; in terms of cultivation contents, they mostly reflect the needs of the profession and pay attention to the intersection of disciplines; in terms of assessment and evaluation, they present the characteristics of classification and evaluation of multiple subjects; and in terms of the guarantee system, they are mostly the joint efforts of the government and the social organizations. This provides experience and reference for the training reform of professional degree master's degree in China.

3. Problems in the Cultivation Mode of Full-time Professional Degree Master's Degree Students

3.1. The Enrollment Method is Somewhat Single, and the Quality of Student Source is Not Satisfactory

Since the state advocated the establishment of full-time professional master education, the state has strongly supported its development and required to realize the balance between the ratio of full-time professional master and academic master in the fastest time. Under this policy background and pressure, some schools have recruited a large number of professional master students through the transfer system in order to complete the task. Although there is currently a difference between the academic master and the specialized master in terms of examination subjects and examination content, the difficulty coefficient of the examination content of the full-time specialized master's specialized course is lower than that of the academic master in terms of difficulty setting. In the long-term sense, such a practice is not conducive to its sustainable development and quality improvement.

From the perspective of the overall recruitment method and examination content, the recruitment conditions of full-time special master education are relatively loose, and the enrollment link lacks the comprehensive investigation of innovation ability, professional knowledge and professionalism of full-time special master graduate students, although the quantity has been growing continuously, the quality of the source of students has not been developed in tandem with the quantity, and the quality of the source of students has deviated from the high-quality track.

3.2. Insufficiently Accurate Target Orientation, Lack of Vocational Ability Orientation

Vocational is one of the basic attributes of full-time postgraduate education, to meet the needs of the current rapid economic and social development is its main value orientation, and to cultivate the ability of students to work in the relevant professional fields, and to adapt to the needs of society, to adapt to the needs of the future career is its main value pursuit [6]. Whether from the employment or from the professional and practical considerations, students choose to specialize in master's degree is to focus on its vocational characteristics. However, most of the schools do not quite grasp the attributes of the vocational nature of full-time professional master's graduate education, there is no relatively clear training objectives, and the training objectives of master's education are basically consistent, the characteristics of full-time professional master's education are not very obvious, and there is also a lack of some of the cultivation of students' awareness of vocational ability.

3.3. Similarity with Academic Postgraduate Training Mode and Lack of Characteristics

3.3.1. Lack of Clarity in the Focus of Curriculum Setting

Curriculum is one of the important links in the training mode of full-time special master education, which plays the role of a bridge between teaching and the realization of goals, and influences the operation of the training mechanism and

the quality and effect of talent cultivation [7]. Since the nature of master's degree education is different from that of master's degree, there should be some differences in the curriculum. However, in the actual cultivation process, the cultivation mode of some schools is basically the same as that of the master's degree, which is divided into three parts: basic theoretical courses-practical courses-dissertation writing, and all of them adopt the credit system; in these three parts, the basic theoretical courses take up one-half of all the courses, and the other two parts take up one-half of all the courses, thus It can be seen that the basic theoretical courses still account for the main body, while the practical courses that reflect the characteristics of postgraduate education and can cultivate students' innovative ability and practical ability are not prominent, and the practical courses in some schools are still in the form of formality, and there is no real practice base for the students, let alone the practical courses that can reflect the practical characteristics.

3.3.2. Following the Traditional Teaching Mode

Due to the limitations of conditions, most of the schools are still based on the traditional teaching mode, which has certain limitations relative to the full-time master's degree education, and limits the development of students' ability of in-depth investigation to a certain extent; the teaching mode lacks a certain degree of flexibility, and there is a certain lack of teaching methods such as applied teaching and practical teaching, although there are some teachers who have the idea of changing, but due to the limitations, they end up not doing anything. Although there are some teachers who have the idea of changing, due to the limitation of the conditions, they end up not doing anything. The lack of case study and field research in the teaching process is, to a certain extent, the lack of practical teaching and applied teaching, and this lack of teaching is not conducive to the realization of its goals.

3.3.3. Lagging Behind in the Cultivation of Practice Bases

Practical learning dominated by academic concepts is relatively formalized, lacking corresponding and relatively fixed training bases. On the one hand, the practice link of some schools has gradually become a formality, the school itself does not have a relatively perfect practice base, lack of cooperation with relevant units to establish joint training bases, but requires students to do internships on their own, and there is no corresponding supervision link and no corresponding assessment standard in the whole internship process; on the other hand, although some schools have established cooperation with relevant units, but there is no specific master's degree graduate student On the other hand, although some schools have established cooperative relationships with relevant units, they do not have specific internship programs for joint cultivation, and the external supervisors do not play a proper role in the process of practice. In the process of students going to relevant units for internship, some units are afraid to use the interns because of their lack of experience, treating the interns as cheap labor and doing some chores that have nothing to do with their majors, which makes the internships of poor quality and efficiency and runs counter to the original intention of the practice.

3.4. Lack of Professional Teachers

Full-time master's degree education requires high standards for teachers, and currently advocates the cultivation of "dual-teacher" teachers. They should not only have professional theoretical knowledge, but also have certain practical

experience, and most of the schools have not yet built a complete “dual-teacher” teacher team suitable for master's degree education. As the main goal of full-time master's degree students is to cultivate high-level applied talents, they should pay attention to the improvement of their vocational skills, comprehensive quality and ability while teaching basic theoretical knowledge. However, at present, some schools lack professional degree teachers with both profound theoretical knowledge and practical experience, which affects the enhancement of professional skills and the development of professional habits and thinking of professional master's degree students, and restricts the development of high-level applied talents to a certain extent.

4. Strategies for Reforming the Cultivation Mode of Full-time Professional Degree Master's Degree Students

4.1. Explore the New Enrollment Mode of Connecting Higher Vocational Education and Full-time Master's Degree Postgraduate Education

Specialized master's degree postgraduate education is high-level vocational education, so exploring the new form of education articulation between the two can reform the enrollment mode of full-time specialized master's degree education, make the source of students more diversified, and provide new ideas and directions for the reform of full-time specialized master's degree education, as well as make useful explorations for the improvement of China's modern vocational education system and postgraduate education system.

Articulating vocational education with full-time specialized master's degree education: on the one hand, giving full play to the bridging role of applied undergraduate education, reforming the enrollment method to make the source of students more diversified; on the other hand, it can also be directly articulated with higher vocational education, in the field of higher vocational education, through testing and inspection and exchanges and selecting a group of students from higher vocational colleges who are capable of and interested in committing themselves to the research of high-precision and advanced fields, and after planned selection and cultivation, the students will be trained in the higher vocational colleges. Through planned selection and training, students will be able to cultivate their academic thinking, inquiry and practical abilities in high-intensity and high-quality training. In addition, a relevant degree system is set up in the field of higher education to issue corresponding degree certificates to such students and give them a certain degree recognition, so as to connect higher vocational education with full-time specialized master's degree education, which not only upgrades the level of higher vocational education, but also promotes the change of full-time specialized master's degree education.

4.2. Clarify the Cultivation Objectives and Highlight the Cultivation Characteristics

4.2.1. Oriented on Vocational Ability

Full-time postgraduate master's degree education is essentially a high-level vocational education, and the educational task it undertakes is to provide the society with

specialized talents needed for the economic transformation and development, and to cultivate high-level applied talents needed by the society and the industry as the goal, therefore, it is necessary to grasp the fundamental attribute of the vocational nature of master's degree education, and to take vocational demand as the guidance to strengthen the cultivation of vocational practical ability and industry adaptation ability. Under the goal of being oriented to vocational ability, based on the vocational characteristics of full-time professional master's education, we reform and adjust the talent cultivation program, constantly improve the curriculum system, optimize the curriculum, strengthen the practice teaching, and carry out the practice link throughout the whole process of the full-time professional master's teaching, so as to meet the needs of the cultivation of application-oriented talents.

4.2.2. Cultivate Craftsmanship and Improve Innovation Ability

Craftsmanship is highly compatible with the essence of full-time master's education, and to a certain extent, it can make up for the shortcomings of full-time master's education. On the one hand, it is necessary to take the craftsmanship spirit as an orientation, provide a good scientific research atmosphere environment for full-time postgraduate students of master's degree, and carry the qualities of craftsmanship through the education, teaching, practice and other fields, and cultivate students' good working qualities and attitudes; on the other hand, it is necessary to encourage students to be based on the practice, and to carry out innovation according to the needs of the development of the society and the trend of the development of science and technology. In the process of practicing, we should cultivate students' craftsmanship and enhance their innovation and application ability, so as to master key core technologies and build world-famous brands; under the guidance of craftsmanship, they should be based on the actual situation and participate in various scientific research and innovation activities and practical activities, so as to continuously enhance their application-driven innovation ability and practical ability, so as to satisfy the needs of social development.

4.3. Explore New Modes of Training through Cooperation between Industry, Academia and Research, Oriented to Market Demand and Development

4.3.1. Improve School-enterprise Cooperation and Create a Modern Apprenticeship System with Multi-party Participation and Diversified Schooling

At present, although China's modern apprenticeship system is in the stage of exploration and development, we can grasp the core of the current apprenticeship system, apply it flexibly to our full-time master's degree education, and explore new training modes to adapt to the economic and social development of science and technology changes in the demand for talents. On the one hand, to establish a new platform for the development of schools, enterprises, industries and other parties to participate in, so as to establish the talent training mode of the combination of industry, academia and research and collaborative education; on the other hand, to strengthen the cooperation between industry, academia and research and the docking of resources, docking the talents and other resources of the schools and colleges

with the resources of the local government, industry and enterprises, and the community, to form a pattern of resource fusion and complementarity, to deepen the cooperation between schools, enterprises, and industry, academia and research and train the talents that are urgently needed in the economic and social Transformation and development of the urgent need for applied high-level talents, deepening and rationalizing the cultivation of high-level talents in related fields, so as to improve the efficiency of running schools and the quality of talent training.

4.3.2. Actively Carry Out Case Study Teaching and Innovate Teaching Mode

Case teaching is an important method to effectively carry out professional education, which can improve the practical ability of full-time graduate students, promote the reform of education and teaching, promote the organic combination of teaching and practice, and promote the innovation and development of the reform of the training mode of full-time graduate students with a master's degree.

In the process of carrying out case teaching, firstly, the school and relevant units draw on the existing more successful cases as the content of teaching, grasp its core essence and characteristics, and make preparations for the preparation of new cases; secondly, explore and study the actual typical cases in the teaching process with the backbone elites of the industry and enterprises and experts and scholars, summarize and synthesize their typical characteristics, and prepare teaching cases; again, organize relevant teachers, Secondly, we organize relevant teachers, experts, scholars and postgraduates to participate in seminars and exchanges, discuss and study the hot spots and difficulties in the process of case writing and teaching, and put forward relevant solutions, so as to update the ideas and methods of case writing; lastly, with the help of the Internet platform, we set up a "case library" network sharing platform with management and query functions, collect cases at home and abroad, integrate excellent cases at home and abroad, and make the best case studies at home and abroad. Finally, with the help of the Internet platform, a network sharing platform of "case library" with management and query functions is built to collect domestic and foreign cases, integrate domestic and foreign excellent case resources, and build a shared resource library.

4.3.3. Increase the Number of Practical Courses and Strengthen the Construction of Practice Bases

To set up corresponding practical courses and strengthen and improve the construction of practical bases, we can take the forms of school-enterprise cooperation, joint basic practical courses and the creation of practical bases. Schools invest in intellectual resources and basic practice course environment, enterprises invest in technical expert teachers, advanced equipment and good experimental and practical training environment; basic practice courses through the integration of school and enterprise faculty teaching, can combine theory and practice, can enable students to master solid basic theoretical knowledge and practical knowledge, and at the same time have the initial practical skills; and

practice base and cultivate and train the The construction and improvement of the practice base can optimize the use of various resources.

4.4. Build a Perfect "Dual-teacher" Teacher Team

Taking "teacher's morality, quality, skills, practical experience, certain academic ability and level" as the selection principle, we select qualified and competent tutors and establish a regular exchange, training, assessment and elimination system for the tutor team. Utilizing the Internet to build a platform for communication between internal and external tutors and students, students and internal and external tutors can communicate and discuss at any time, which can not only improve students' logical thinking and deepen their theoretical and practical knowledge, but also guide them to think deeply about a certain issue and explore it. On the network communication platform, internal and external tutors can directly answer students' general questions, and also provide targeted one-on-one guidance to students according to their different fields of study.

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