

A Comparative Study on the Training Mode of Postgraduates Majoring in Higher Education between China and America

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Abstract: Under the background of the new era in the 21st century, the development of postgraduate education in Chinese colleges has made great progress, with postgraduates gradually becoming the “reserve army” of various talents, and the training mode of postgraduate becomes the core of the talent training process. As a pioneer in the development of higher education in the world, the United States has more educational experience in the training mode of postgraduate, which can be used as a reference for the postgraduate training of higher education in China. Based on the comparative study on the training mode of postgraduates majoring in Higher Education between China and US, according to the problems of the training mode of postgraduates majoring in Higher Education, this paper puts forward effective strategies and suggestions to improve the training mode of postgraduates, cultivate more high-quality talents and build China into a powerful country of talents.

In recent years, more and more undergraduates have joined the ranks of the “Postgraduate Entrance Exam”. According to statistics, there is a record high of 3.41 million applicants for the National Postgraduate Entrance Exam in 2020. In March 2020, the Ministry of Education issued a notice to expand the enrollment of postgraduates, making it clear that 189,000 more postgraduates will be enrolled in 2020. It can be seen from that the scale and quality of postgraduate education in our country have made great progress.

The development of higher education in the United States is among the best in the world, with the most comprehensive development of theoretical and practical research on higher education, and rich experience in relevant disciplines. It has become the most popular talent training base for international students from all over the world. Therefore, the training mode of postgraduates in higher education in the United States is of referred significance to Chinese higher education.

1. Comparison of Training Mode of Postgraduates in Higher Education in China and US

1.1 Training Objectives

The training objective is the concretization of the educational purpose, and to some extent, it stipulates the type, standard and scale of the talent training. It is the starting point and destination of all educational practice activities. ^[1]

1.1.1 Postgraduates training objectives of higher education in China

As socialism with Chinese characteristics entering a new era, the training objectives of higher education in Chinese colleges has changed on the basis of the former. The training objective is not limited to academic and research talents, but more attention is paid to the combination of higher education, training a group of high-quality university administrators, student affairs administrators and educational administrators and so on. First of all, the training objectives focuses on the combination with social development and needs. The purpose of education in China is to train builders and successors of socialism who are well developed morally, intellectually, physically and aesthetically. It requires every student in the university to master the basic principles of marxism, and have a clear political orientation, and adhere to the reform and opening up. Secondly, it pays attention to the cultivation and comprehensive development of students' core quality. The purpose of higher education in our country is to train senior professionals, and the formation of senior professionals is based on the overall development of students, and has the abilities of scientific research, practice, teaching and so on. Finally, it pays attention to the cultivation of international senior talents. While learning professional theoretical knowledge of higher education, you should master at least one foreign language, be able to understand foreign literature, write abstracts of foreign papers, and have good oral skills. Therefore, the research of higher education major must go abroad to understand the development of higher education in the world.

1.1.2 Postgraduates training objectives of higher education in America

The training objectives of postgraduates in higher education in US focus on the administrative work of colleges, as well as the teachers, administrators, public policy analysts and researchers in higher education institutions who are engaged in students' work. Firstly, it pays attention to the training of postgraduates to solve problems and the ability of problem awareness. The ability to solve problems is the core content to measure whether a student thinks and tries to solve problems independently in the postgraduate. In this way, higher education in US pays more attention to the cultivation of students' practical ability. Secondly, it pays attention to the importance of career positioning. The university of Arizona, for example, focuses on developing students' research and learning skills in higher education, enabling them to take teaching positions at community colleges. In addition, Harvard University not only pays attention to students' administrative ability and executive ability in the field of higher education, but also focuses on the formation of students' analytical ability, leadership ability and practical ability.

1.2 Curriculum Provision

The curriculum is based on the training objectives, and the teaching contents are prepared in an organized and planned way, so that the teaching objectives can be realized. Curriculum learning is the fundamental way to promote the realization of training objectives and the key link to guarantee the quality of postgraduate training. It plays a pivotal role in the process of postgraduate training. Scientific and reasonable curriculum provision plays an important role in improving the quality of postgraduate training.^[2]

1.2.1 Postgraduates curriculum povision of higher education in China

At present, there are three different ways to divide the curriculum of graduate students in Chinese colleges, including compulsory courses and elective courses, public courses and specialized courses, degree courses and non-degree courses. Taking the courses of higher education in Xi'an University of Technology as an example, there are 19 postgraduate courses in higher

education, among which 10 are degree courses and 9 are non-degree courses. Among these 10 degree courses, there are 2 required public courses, 6 required professional courses and 2 required foreign language courses. There are 9 non-degree courses including 1 public basic course and 8 elective specialized courses. It is not difficult to find that these three course classification methods are not parallel, but intersect each other. In addition, credit requirements vary. Generally speaking, the minimum credit requirement of the master of higher education should not be less than 30 points. For example, Xi'an University of Technology requires a minimum of 32 credits for postgraduates majoring in higher education, including 15 credits for degree. Thanks to the different types of colleges, different students' training plans, their curriculum and credit requirements have similarities and differences.

1.2.2 Postgraduates curriculum provision of higher education in America

The professional courses of higher education in American universities are mainly composed of core courses, research methods courses, elective courses and minor courses.^[3] The core courses of higher education major account for a large proportion, which is the content that all students of higher education should learn; The course of research method is the theoretical study of educational research methods, learning various educational teaching research methods so as to apply them in practice. Elective courses are the courses offered by the college and selected by the tutor, in combination with research direction. Minor courses focus on students' interests and are mainly non-major courses, such as management, economics, philosophy, etc. It is not difficult to see that the postgraduate curriculum of higher education in the United States focuses on the interests and choices of students in order to cultivate talents with certain characteristics. In addition, course credit requirements vary.

1.3 Training Methods

1.3.1 Postgraduates training methods of higher education in China

The training mode is the method and means to realize the training objective of postgraduates, and it is an indispensable and important part of the training mode.^[4] At present, the training methods for postgraduates in Chinese colleges include the combination of tutor responsibility system and collective cultivation, the formulation of individual cultivation plans, and the equal emphasis on curriculum learning and scientific research. Firstly, the combination of tutor responsibility system and collective cultivation. Before the admission of postgraduates in various universities, students can choose a tutor according to their own interests and actual conditions. The tutor can provide effective guidance for students' study and research, and supervising, inspecting and guidance in the whole process of students' dissertation. Some schools also carry out collective training, it is more able to give play to the students' subjective initiative. Secondly, making personal training plans. Before the admission of postgraduates, according to the regulations of various majors of the university and the actual learning situation of the student, the tutors will make personal training plans in accordance with the principle of teaching students and their aptitudes. Thirdly, curriculum learning and scientific research. According to the learning situation of higher education courses in Xi'an university of Technology, teachers have changed the traditional mode of single teaching, and transferred their autonomy to students by means of self-study, classroom discussion and classroom research report.

1.3.2 Postgraduates training methods of higher education in America

Similar to the diversified cultural customs in US, the training methods of students in American

universities are also diversified. Firstly, “discussion” the training. The course of higher education may be taught by the professor, or by students, but in most cases it is mainly about students' discussion and research. According to the information in various aspects, postgraduates in American universities need to do a lot of literature collection and reading before class and finish the reading tasks. After class, they need to cooperate with other students to complete the tasks assigned by the professor or read a lot of books recommended by the professor. In addition, American university postgraduates pay more attention to innovation. Students who can put forward new questions and new ideas show that they have been thinking and exploring. Therefore, postgraduate education in higher education in the United States does not simply learn knowledge mechanically, but is student-centered and focuses on students' ideas. Professors effectively guide students, cultivate their abilities to think independently and create and explore, and develop their ability to solve problems independently and participate in practical activities. Secondly, there are plenty of activities. In addition to various academic conferences, lectures and academic salons, there are also many interesting teaching activities to enrich students' spare time and lay a solid foundation for postgraduate career planning.

2. Strategies to Optimize the Training Mode of Postgraduates in Higher Education

2.1 Giving Full Play to Government Functions and Accurately Positioning Training Objectives

Batchlor by the State Council, the Ministry of Education graduate student office to write awarded a master's degree and cultivating the graduate student's introduction of disciplines of higher education in postgraduate training objectives in theoretical knowledge, the ability of research, the ability of learning, the ability of language and the ability of work and the skills of solving problem made specific provisions. It can be seen from that the national government has clear provisions on the professional training objective of higher education, which plays an important role in the promotion and development of higher education. First of all, on the basis of the previous development of higher education in China, we should draw on the high-quality higher education disciplines in other countries, strengthen the government's intelligence, realize the balanced distribution of educational resources, and increase the financial support for higher education through multiple channels. Due to China's vast territory and uneven development of education levels in various regions, the national government should increase efforts to support regions and schools with backward education levels, and carry out effective policies and regulations, and support postgraduates with difficulties in finding jobs. Secondly, under the guidance of policies and regulations, the national education resource sharing platform should be actively established. It can not only make full use of educational resources, reasonable distribution, but also is more conducive to the improvement of the overall quality of postgraduates in higher education across the country. Finally, under the guidance of the national government policy, colleges and universities should accurately locate the professional training objective of higher education. On the one hand, in the process of training, according to the training objectives, universities should train a real talent, to meet the needs of the state and society of higher education professionals; On the other hand, colleges and universities should actively train excellent postgraduates together with employers or other tutors according to the training objectives. The policy guidance and financial support of the national government lay a solid foundation for the formulation of university training objectives.

2.2 Improving the Curriculum Provision According to the Training Standards

As the “stepping stone” of the training mode of postgraduates in higher education, the training objective is an important standard that should be followed in the whole training process, and the

curriculum establishment and setting should also be based on this standard. First of all, the curriculum should focus on the integration of theoretical ability and practical ability. At present, the graduate education is more and more attention to the development of their practical ability and research ability, we should abandon the traditional single predominantly theory course teaching mode, draw lessons from American pluralistic, open, interactive discussion class, and pay attention to the development of students' practical ability and research capacity, attracting talent to enter colleges. Secondly, the curriculum should be based on the development of curriculum and pedagogy itself, introducing foreign advanced teaching material and perfecting teaching material choice mechanism. With the arrival of the new era and the rapid development of modern education technology, the curriculum should also keep pace with The Times, combining the national conditions, university conditions, professional development and personal development, to develop high-quality, distinctive, suitable for personal development of the unified curriculum, which focuses on outstanding scholars to compile textbooks. Finally, the curriculum should adhere to the concept of international and diversified development. Colleges and universities should learn from the positive experience of other countries in the curriculum of higher education. At the same time of adhering to the concept of diversified and westernized development, we should pay attention to the combination of China's education development level, with the characteristics of Chinese socialism internationalization, diversification of higher education postgraduate courses.

2.3 Adapting to the Development of The Times and Consolidating and Innovating Training Methods

With the advent of the era of knowledge economy, the society has more and more demands for high-level specialized talents and higher and higher requirements for their quality. Therefore, it is urgent to innovate a postgraduate training method that meets the needs of social development. Firstly, consolidating and improving the previous higher education graduate training mode. In order to maximize the personal value and social value of postgraduates, the training methods with individual characteristics should be developed to optimize the training methods for postgraduates. Secondly, we should learn from the successful experience of other countries and innovate the training methods. Based on the development status of higher education, we will share educational resources among colleges and universities to the greatest extent, so that we can exchange and study with postgraduates. We will compare the training methods of our school with those of other colleges and universities, find the gaps, correct the shortcomings, and increase the learning content of general education. Finally, taking the essence and discarding the dross. Combining with the development experience of higher education in our country, we will inherit and carry forward the excellent traditional experience, integrate the efficient modern educational technology, so as to further promote the continuous development of higher education in our country.

2.4 Combining the Characteristics of Colleges and Formulating a Distinctive Training System

Colleges and universities have defined the development direction and guiding ideology of the university since its establishment, which has distinct characteristics. Xian University of Technology takes to cultivate students with a persistent patriotic spirit, a strong sense of honor and disgrace and a high sense of responsibility as the basic standards of education, strict requires for every student, "the motherland, the honor, the responsibility" as the school motto, with a distinct, unique "the spirit of Xi'an University of Technology". Based on the policies and regulations such as higher education of the People's Republic of China and regulations on academic degrees of the People's Republic of China, a unique training system is formulated in combination with the development characteristics of various universities and colleges, so as to serve as a normative and programmatic

document for postgraduate education in higher education. On the other hand, colleges and universities also need to update and improve the training system dynamically with the development of The Times, so as to cultivate high-quality and high-quality specialized talents with the characteristics of The Times and to meet the needs of the society. Education authorities should streamline administration and delegate power, and move from highly controlling the formal higher education system to ensuring the quality and fairness of the system as a whole, and give training institutions greater autonomy.

3. Conclusion

Postgraduate education, as the highest level in the structure of higher education, is produced in response to the development needs of society, economy, science and technology, and education, and shoulders the responsibility of cultivating high-quality and high-level talents for the country. As a branch of educational science, higher education has contributed a great deal to the development of higher education in China. Compared to the development of a master's degree in US's higher education training mode, the training mode of postgraduates majoring in higher education in China needs to be improved and innovated in order to adapt to the needs of the development of the social education in our country, to improve the quality of higher education personnel training, which improving higher education specialized personnel in the service of universities, society and nation. Under the background of the new era, the development of higher education has gone through many twists and turns, and the development of higher education will become more prosperous. China's higher education reform is imperative, and higher education causes wide development prospects.

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