

## **The Reform Countermeasures of the Cultivation mode of Professional Degree Graduates in China**

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**Abstract.** With the continuous expansion of professional degree graduate education, the problems in training and management have gradually emerged. The concentrated expression including the vocational orientation of the cultivation model is not enough, the pertinence is not strong, and the training program is still inclined to academic. Therefore, this paper focused on the important issue of professional degree postgraduate cultivation mode and discussed the postgraduate cultivation mode from the theoretical framework and countermeasure research.

### **1. Introduction**

Nowadays, China is in a critical period of industrial restructuring and economic transformation. The demand for high-level applied talents is becoming more standardized and diversified. With the continuous expansion of professional degree graduate education, the problems in training and management have gradually emerged. The concentrated expression is: the vocational orientation of the cultivation model is not enough, and the pertinence is not strong. In the training program, it is still inclined to the academic type of teaching and training methods, and the characteristics of the professional graduate students are not well connected with the industry characteristics. Therefore, promoting the reform of the professional degree postgraduate cultivation mode actively is an important means and key content for deepening the comprehensive reform of postgraduate education, ensuring and improving the quality of postgraduate education. In view of the main problems existing in the current cultivation mode of professional degree postgraduate education in China, it is necessary to firstly carry out the overall framework of the reform path. Secondly, it is necessary to put forward specific reform contents for the professional degree postgraduate cultivation mode, and provide useful reference and reference for the professional degree postgraduate training unit.

## **2. The overall framework of the Reform Path of the Cultivation Model of the Professional Degree in China**

The cultivation of the degree of professional degree in our country must be changed from the state that the individual relies on the cultivation of the university, and introduce other enterprises and institutions to cooperate with each other, so as to guarantee the quality of the cultivation of the graduate students of the professional degree. Therefore, the reform of the post-graduate cultivation model of the professional degree can be summed up as how to arouse the enthusiasm of the relevant units outside the post-graduate culture unit to participate in the co-cultivation of the degree-degree post of the professional degree, and to realize the cooperation between the post-graduate training unit and the external unit. According to the size of the role played in the process of professional degree graduate training and the primary and secondary perspective, It is divided into two cases: the training unit of professional degree graduate students as the main body and other non-professional graduate training units as the main body.

### **2.1 The graduate student training unit is the main body, and other units participate**

Generally speaking, the most important department of professional degree graduate training is universities. Different modes will form with different units participating in professional degree graduate training than the main body, which is the different mode that graduate students are the main part and other units participate. Although there are many types of units that may participate in the training of professional degree graduates, but since the professional degree graduates training in China need to cooperate with the graduate student training unit, the main part, university, the other units must have good research and conditions, and thus It limits the scope of the participating subjects, that is, only those enterprises and institutions with a certain scale of full-time scientific research, and enterprises and institutions with good research conditions and environment can have the conditions and level of joint training of graduate students, the postgraduate training unit carries out joint collaboration with graduate students. Due to the limitation of this precondition, the units that may be cultivated in cooperation with the graduate training institutions can only be specialized research institutions or institutions in large or medium-sized enterprises. Therefore, the cooperation between professional degree graduates and other enterprises and institutions has become the main way and development direction for the reform of professional degree graduate cultivation mode. Of course, the cooperation between the postgraduate training units and the inner cooperation of postgraduate training unit is also a form of reform of the professional degree postgraduate cultivation model, and can also be explored as a form of reform of the professional degree postgraduate cultivation model.

### **2.2 Taking other units as the main body, graduate students are involved**

In addition to the postgraduate cultivation model based on postgraduate training units and other related units, logically, there may be situations in which other units are the mainstay and graduate students are involved. To

explore whether such a situation may exist, two questions must be answered. One is based on other units, whether other units are motivated, and the other is based on other units. Are other units feasible? No, that is, if there is only enthusiasm, but it is not feasible, then the scheme cannot be implemented, and there is no operability; if it is only feasible, and there is no enthusiasm, the scheme is also inoperable. From the current situation of the cultivation of professional degree graduates in China, the enthusiasm of enterprises and institutions for participating in the training of professional degree graduates is not high. Therefore, the cultivation mode in which enterprises and institutions are the main subjects and graduate students are not operable. Based on the current national conditions in China and the realistic basis of the reform of the professional degree cultivation model in China, there are two types of subjects that may become the main body of the reform of the professional degree cultivation model. The first is the local government. Local governments have strong resource planning capabilities, and some local governments have strong enthusiasm for professional degree graduates. This is mainly because the local government puts economic development in its main tasks and achievements. Under the current situation, it actively seeks cooperation with universities to make the technological advantages of universities and universities a local leading industry upgrade and industrial transformation. Enhancing its industrial competitiveness is an important strategy for local economic development. The second is the relevant industry authorities. In the critical period of China's economic transformation of strategic structure, all industries must implement a fundamental transformation of the development mode. We must actively promote the industry from relying on simple development methods such as talents and funds to enhance innovation capabilities and enhance the core competitiveness of key technologies. Supporting the fundamental transformation of industry development with scientific and technological advantages. In the process of reform as a development goal, the relevant industry authorities, like local governments, also need to seek cooperation with universities to support their technological innovation. Therefore, it is possible to achieve collaboration with professional degree graduates in the training of talents with the relevant industry authorities as the leading factor.

### **3. The reform path of professional degree graduate cultivation mode**

Based on the above analysis, the professional degree postgraduate cultivation mode based on the non-professional degree postgraduate training units is dominated by the government government and the industry-based department as the leading mode. The model has two modes: school-enterprise collaboration and school-school collaboration.

#### **3.1 Led by local government**

The reform path of the professional degree-based postgraduate cultivation model led by the local government, as the name implies, refers to the full coordination of the local government's overall coordination ability in the process of professional degree graduate training, and fully utilizes its administrative power to build a cooperation bridge between universities and enterprises. Coordinating the supply and demand needs of universities and enterprises, and providing a guiding role for professional degree graduates. Local governments

use their administrative powers and means to require local, municipal, and state governments to take local economic construction and social development planning as a starting point, understand the needs of large-scale enterprises and institutions in the region for high-level and applied talents, and summarize and publish relevant information. Each graduate student training unit will actively apply for relevant topics to form a school-enterprise cooperation project to promote the development of professional degree graduate education to meet the needs of local economic construction and development, and provide the practical and innovative ability of professional degree graduate students. Cultivation conditions and guarantees. Based on this, local governments need to give full play to their ability to coordinate and coordinate, play a guiding role, and provide a new path for professional degree graduates.

### **3.2 Leading by industry authorities**

The so-called reform of the professional degree postgraduate cultivation mode led by the industry authorities of the industry is the industry's competent department to fully integrate the relevant innovation resources of the relevant universities, research institutes and large-scale enterprises in the industry according to the needs of its own industry development and relying on its own administrative influence in the industry. The key to the reform path lies in two links: First, formulate training standards for professional degree graduates in this industry in combination with the development needs of the industry; The second is to fully integrate relevant high-quality innovation resources in the industry and provide good support for professional degree graduates.

### **3.3 School-enterprise collaboration**

The school-enterprise collaborative professional degree postgraduates cultivation model refers to the university-led, through the relevant institutional mechanism innovation and institutional design, to guide enterprises to participate in professional degree graduates training.

This reform path not only bring research team and enhance research innovation capabilities ,thereby improve the economic efficiency of enterprises but also provide a practical platform for professional degree graduates in universities to cultivate graduates practice ability. Without doubt, it's a win-win reform path for enterprises and universities.

### **3.4 Collaboration between universities**

The college-led school-college collaborative degree graduate cultivation model refers to the collaboration between universities and colleges in the training of professional degree graduates, and achieves cooperation and win-win between universities. There are two reform paths for the reform of the postgraduate cultivation model for the joint degree of school and school: One is the need for colleges and universities to grasp the development of local pillar industries and emerging industries. Leading a university to integrate the resources of related universities in a certain discipline, and to establish alliances between universities and industries to achieve collaboration between universities and universities. The industry shares innovative resources and collaborates

to cultivate professional degree graduate agreements, thus providing a good environment and conditions for professional degree graduates, improving the practice and application ability of professional degree graduates, and achieving the training goal of professional degree graduates in universities. The other refers to the need to combine the training of graduate students in their respective majors, mainly to establish a school-school cooperation alliance between universities of the same type and the same type, to realize the sharing of educational resources among cooperative alliances, including graduate students in professional degree graduate education. Education teacher resources, curriculum resources, campus experimental platform resources, etc.

#### **4. Conclusion**

Under the macro background that the country actively develops professional degree postgraduate education and attaches great importance to the quality of postgraduate training, the research on the cultivation mode of professional degree postgraduate will be an important subject in the research field of higher education in China, no matter now or in the future. This paper focuses on the important problem of the cultivation mode of graduate students with professional degrees, discusses the cultivation mode of graduate students from two aspects of theoretical framework and countermeasure research, and puts forward four reform paths of graduate students with professional degrees: local government as the leading, industry department as the leading, school-enterprise cooperation and school-school cooperation. It is hoped to provide new ideas for social needs in the research field of higher education reform.

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