

# Research on Postgraduate Training Mode based on the Concept of “Harmony”

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**Abstract.** Postgraduate education is the main way of a country to train high-level talents. In China, various conflicts between internal and external factors involved in the postgraduate education are increasingly obvious accompany with the social development and the enlarging of the postgraduate education scale. This article provides a new way to improve the quality of postgraduate education by introducing the “harmony” philosophy into the research on the postgraduate training mode, aiming at the coordinate operation of social demand for talent, the individual professional development of the postgraduate student, and postgraduate teaching principle.

## Introduction

The postgraduate education in China has kept a rapid development. During 2003 to 2012, the recruitment scale increased from 237, 000 persons to 584, 416 persons, up by 247% within 10 years. Meanwhile, due to the inharmonious between internal and external factors involved in the process of postgraduate education, a series of problems appeared, such as training quality declining, social appropriateness lowing, and serious frictional unemployment of the graduates. Study on the reform of postgraduate training mode on the basis of the analysis on the existing problem naturally becomes one of the most key tasks in China. It's a new way to introduce the “harmony” concept of Chinese traditional culture to building postgraduate training mode, and helpful to realize the transformation from a big postgraduate-education country to a power postgraduate one.

## 1. The Concept of “Harmony” Philosophy

In China's ancient culture, the “Harmony” philosophy includes three meanings: First, “opposition and unification”, the unity of opposites, or a combination of the different things which has diversity, unity coexist; Second, the “political harmony”, a state of social and political stability; Third is to follow the objective law of development of things, to pursuit harmony between human and nature. In modern civilization, harmony refers to the relative, the dialectical unity between the opposites under certain condition, the mutual cooperation, mutual benefit, and common development relations between the opposites. This is the basic idea of harmonious viewpoint of dialectical materialism.

It is quite necessary to clear the meaning of postgraduate training mode before doing research on it under the “harmony” concept. The postgraduate training mode is the conjunction style or operation method between the principle parts and the basic links involved in the postgraduate training. The mode should be based on the laws of the high-level talents growth and social need, and under the guidance of education thought, education theory and specific requirements. In other words, the postgraduate training mode refers to the solutions to the two questions: “what kind of postgraduate to cultivate” and “How to cultivate” in every link of the postgraduate training. Then the postgraduate training mode under the concept of “Harmony” can be understood as: under the premise of defining the postgraduate training target, to make full use of the internal and external factors in the postgraduate education and facilitate their coordination operation.

## **2. Reasons for Introducing “Harmony” Philosophy into Postgraduate Training Mode**

### **2.1 Disharmony between Postgraduate Training Mode and Social Demand for Talents**

As high level professional education, postgraduate education has not only its own particularity, but also the education universality, which aims to cultivate high-level, creative, and all-round citizens satisfying the social requirements. So the postgraduate education should meet the social requirements for high-level personnel. However, the key factors involved in China’s current postgraduate education, including training concept, training objectives, training resources, social demand, etc. are not in a coordination operation state. The characteristic of planned economy is still in it. The high-efficient responding and regulating mechanism between the postgraduate training and social demand for talents has not been set up. The obvious mismatch exists between the output postgraduates and the social demand. The main causes are the weakness in the postgraduate training mode and the lack of resources, such as human, financial, and practice base. The postgraduate educations can not development well without the strong support and assistance from enterprises. While, the output postgraduate students under the present training mode make the enterprises cannot see any dominant value, like the economic or brand value, and result in the enterprises’ lack of enthusiasm to participate in education cooperation.

In addition, constricted by the education funds and the scientific research level, the theoretical study quality of academic postgraduate is hard to be guaranteed; due to the lack of corresponding practice bases, what the students learned is hard to coordinate with the production practice. All these conflicts result in postgraduate training mode and social needs becoming increasingly prominent. The phenomenon, that the postgraduate training modes meet neither the universities’ and research institutions’ demand for academic postgraduate nor the social demand for professional degree postgraduate.

### **2.2 Disharmony between Postgraduate Training Mode and Postgraduate Students’ Professional Development**

The postgraduate training is classified into two kinds: academic postgraduate students and professional degree postgraduate students. Academic postgraduate students are academically research-oriented, stress on theory and research; And professional degree postgraduate are professional practice-oriented, attaches great importance to the practice and application. However, the above two modes are far from ideal effect in actual operation mainly because the present postgraduate training mode is fixed, single, inflexible, cannot fully according to the personal professional development needs of postgraduate student.

### **2.3 Disharmony between the Two Principle Parts in Postgraduate Training Mode**

Postgraduate education is different from other kinds of education, the educator and the educated is a special principle part. One is the main part which has extensive and refined, high-level knowledge, and has attainments in some areas or in a subject; the other one is mental sound, is able to think independently and solve many problems. Their status in the teaching process should be independence and equality. So, it is an important teaching method to ensure the quality of postgraduate education for the teacher and students to do their role’s play and conversion harmoniously in teaching and research. Their roles can be the subject to subject, subject to object, and object to the object. However, the fulfillment of this method in practice is not satisfied.

One cause is from professor. They have to reduce their inputs in the postgraduate teaching and shorten the communication time with the postgraduate students greatly due to the heavy stress from undergraduate teaching assignments, research tasks, administration works, social activities for experts and scholars, and so on. The role of the professor can not be realized fully. Limited by their original knowledge basis and research abilities, the postgraduates has to play the role of listeners in

the teaching process. In this case, the role of the subject of the professors and the object of students cannot play harmoniously and transformed timely, the distance between the professor and postgraduates getting wider and wider, and finally it is hard to know each other, understand each other and to communicate with each other very well.

Another cause is from the students. Influenced by the examination enrollment mode, there are indeed the differences between the major requirements and the postgraduates' respective knowledge foundation, interests, research direction, ability, learning conditions, education goal, etc. It's hard for the professors to focus and satisfy the knowledge demand of each student, to achieve the roles conversion.

### **3. The Ways to Build New Postgraduate Training Mode under the Concept of “Harmony”**

#### **3.1 “Collaborative” Training Mode Based on Social Demand**

“Collaborative” training mode means that both the university and industrial and commercial enterprises are involved in the postgraduate education cooperatively, and set up a high-efficient responding and regulating mechanism between the postgraduate training and social demand for talents finally. This way is also commonly used in postgraduate education training of UK. Such as the engineer master program of Newcastle University, since teachers, senior professional and technical personnel, and managers of enterprises guide students together, students should not only learn professional course, also do research on the specific technical problems and management problems of enterprises. Collaborative education is quite helpful for providing the university with more funds, improving its research condition, and training the student's practical work experience. Meanwhile, it's effective for helping the enterprises' problems solving, and training high-end professional talents for enterprise.

#### **3.2 Multi-mode Training Based on the Students' Personalized Development**

To achieve the harmonious operation among the postgraduate training mode and postgraduate personal knowledge base, research direction, professional development need, the social demand, and many other factors, the previous single and fixed pattern for postgraduate training should be broken, instead diversified training projects according to various training goal. To operate the diversified training projects will produce various professional talents being good at research, practice, or management, and suitable for the high-level requirement. The research-based training mode, which is commonly adopted by the academic universities, is used for training research talents; the teaching-based training mode used in the teaching universities is for cultivating senior applied talents; the collaborative training mode is for training applied and compound management talents.

As for the postgraduate education curriculum and papers, there should be different thesis requirement for different training mode of postgraduates, aiming at strengthening the student scientific research and practice abilities. The postgraduate courses system should also be diversified, and integrated with the related subjects and the emerging discipline curriculum. Finally, to formulate the sound corresponding rules and regulations is the guarantee to degree and postgraduate education.

#### **3.3 Teaching Mode Based on “Interaction between Principals Parts” Theory**

“Interaction between Principals Parts” theory is to clear the independent and equal relationship between educators and the educated. Postgraduate education is a kind of “adult” education with the characteristic of “self-tropism”. The focus of “adult” education is on learning process instead of learning content. The main task of the teacher is to lead the way bypass instead of explanation. It reveals four main principles: First, adult learners need to design their own learning content; Second, adult learning activities should be anchored in actual operation; Third, adult learning interest with their work and life are closely related; Fourth, adult learning objectives pay more attention to solve

practical problems. Therefore, in the process of postgraduate teaching, the interaction between the professors and postgraduate students should be given to full play, pursuing the multiple and creatively teaching activities.

#### **4. Conclusion**

In modern China, colleges and universities bear major responsibility in establishing the technological innovation system and improving the independent innovation ability. Postgraduate is an important force on it. Postgraduate Training Mode based on the Concept of “Harmony” is of great importance in education and social development.

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