

The Imbalance and Reconstruction of Research, Teaching and Learning in Cultivation of Business Postgraduates in Application-Oriented University in China

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ABSTRACT

The short experience of Graduate training in applied-oriented universities did not form a systematic training mode with application characteristics and outstanding research ability. This made the dislocation of research-teaching-learning in cultivation. In view of the training objectives and characteristics of postgraduates in applied-oriented universities, this paper reconstructs the relationship of research, teaching and learning. In order to solve the problems faced by such universities like unclear training orientation, the imbalance between scientific research and teaching, students' low willingness to learn and low interest in participation in learning, this work proposes to construct the training mode through the construction of tutors mechanism, curriculum learning and scientific research back-feeding teaching.

Keywords: *Application-oriented university; graduate training; research-teaching-learning; dislocation and reconstruction*

1. INTRODUCTION

The role of postgraduate training in the education system is more and more important, and the number of postgraduate candidates, enrollment is also a record high. With the continuous improvement of the quality, scale and requirements of postgraduate training in China, especially the quantity and quality requirements of application-oriented talents, the cultivation of applied talents is also stepping up its practice. The expansion of postgraduate training scale and the enrichment of training types provide opportunities for application-oriented universities to carry out postgraduate training, as well as greater challenges. However, due to the late start of postgraduate training in most application-oriented universities, the small scale of students and the lack of experience make such universities have not yet formed their own characteristics and models in postgraduate training. In this paper, we will discuss the current problems in postgraduate training in the application-oriented university and build a research-teaching-learning interactive relationship scene suitable for its characteristics. At last this paper will put forward operational suggestions for the construction of suitable application-oriented university graduate training mode.

2. THE BASIC GOAL

2.1. The Basic Concept

The training of business postgraduates in application-oriented universities should be improved to the training of high-quality application-oriented management talents. The application-oriented colleges and universities should divide the training objectives of business postgraduates into basic ability requirements and professional ability requirements. On the one hand, the cultivation of business postgraduates needs to meet the basic ability requirements of the graduate stage, that is, based on the cultivation of professional research ability, which requires the embodiment of professionalism, academic, research and systematisms in the cultivation. Therefore, in cultivation, it is necessary to strengthen the students' logic thinking and writing ability. On the other hand, application-oriented colleges and universities are often based on local development to train high-quality application-oriented talents with systematic theoretical knowledge and professional practice skills for local industries[1]. Therefore, the business graduate students in this kind of universities should also reflect their application characteristics, and strengthen the training of professional practical skills in the training process. To sum up, the application-oriented university graduate training needs to increase the learning and practice of professional

application knowledge on the basis of traditional graduate training, and establish the training goal of high-quality application-oriented management personnel.

Two questions need to be clarified. One is whether the postgraduate training of application-oriented business colleges in the training of professional master of business. Professional master is a kind of degree type corresponding to academic master[2]. Application-oriented universities have the training qualification and ability of both academic and professional graduate students, and also have carried out substantive training for both. Therefore, the application-oriented university business postgraduate training cannot be limited to the professional master training, but also needs to carry out targeted training according to their differences, and both degree masters need to reflect the application characteristics[3].

Second, how to deal with the relationship between professional application and academic research. This paper holds that the training of graduate students in application-oriented universities should be different from that of undergraduate students which pay more attention to the reserve of students' basic theory and the training of learning ability[4]. The training of graduate students, whether professional master or academic master, should upgrade the training of learning ability to the training of independent thinking and problem-solving ability, which requires qualified business research Students should first have the ability to simplify and abstract complex real problems, that is, to strengthen their abilities to do research. The application-oriented universities need to join the research of business issues in the academic research and training, such as the systematic training of a certain business model, business problems and business norms from theory to action. Secondly, we should focus on the cultivation of practical skills, that is, the "hands-on ability"

to solve problems. Therefore, the training of business graduate students in application-oriented universities still needs to be guided by professional application problems and the main goal of research ability training, aiming to improve the comprehensive ability training of students to analyze and solve the theoretical and practical problems in professional application[5].

2.2. The Target of the Research-Teaching-Learning

The research teaching learning model is the main way to embody the interaction between teachers and students. It is also the basic model of postgraduate training. In order to emphasize the basic need to obtain the research ability and outstanding characteristics of application ability as the training goal of graduate students, it is necessary to highlight the practical application of research methods as well as the research ideas of professional practice in research-teaching-learning, which complement each other and promote each other. This puts forward higher requirements for the way of research-teaching-learning in postgraduate training. Research-teaching-learning is not only a process of scientific research for students, but also a way for teachers to improve the level of scientific research and teaching. Therefore, students get the promotion of professional research and professional application ability through scientific research learning, teachers improve their own scientific research ability through scientific research teaching, and enhance professional practice ability in the interaction between teachers and students. The relationship between research, teaching and learning is shown in the figure.

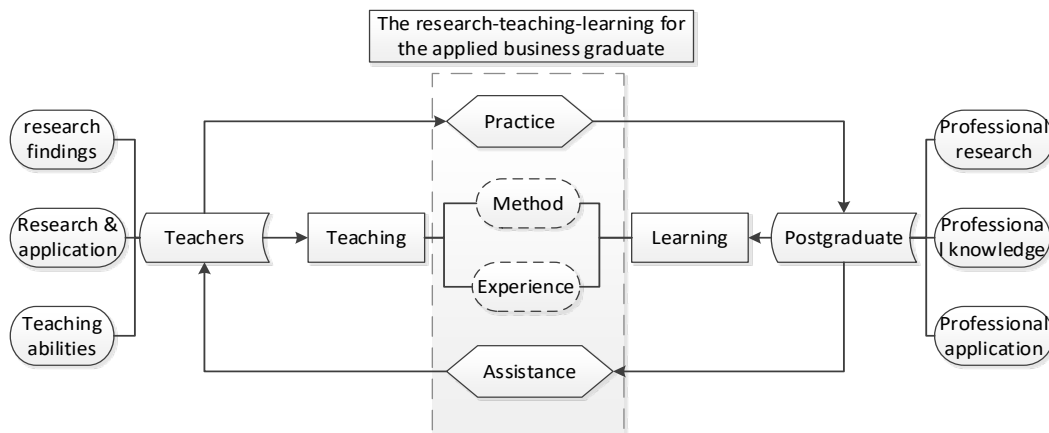


Figure 1. Theoretical Construction of the relationship between research, teaching, learning for business postgraduate training in Application-oriented university

Theoretically, the business postgraduate research includes two contents: one is professional academic research, including the training of basic research methods, research paradigms and research habits; the other is professional research practice, including the application of professional

knowledge in practice and the means and methods needed to solve relevant practical problems, including but not limited to research scheme preparation, personnel communication and the implementation of the research program.

Based on the two major contents of professional research, it also embodies two connotations in the research teaching-learning relationship: first, as the media and content of teaching-learning, teachers integrate their professional topic and expertise into teaching, such as teaching students basic research methods, analysing basic ideas of problems, and guiding students' research paradigm[6]. Second, combine their own professional experience to teach about the method and experience of the application in the process of theoretical research and practice. Students master the basic methods and norms through classroom learning and professional practice; at the same time, they master the basic methods, means and processes of applying the professional knowledge to the real business.

In addition, professional research teaching and learning can also become a bridge between teachers and students for further communication and interaction. In addition to traditional classroom teaching, teachers can conduct deeper communication, exchange and interaction by guiding students to carry out professional research practice. At the same time, students can also participate in teachers' professional research activities as a professional research assistant, enriching the contents of interaction between teachers and students, and improve quality of communication between them. Through the penetration and realization of professional research in the classroom and extracurricular, students can improve the research ability, professional knowledge and practical ability; while teachers can get more research results, improve their own professional research abilities, accumulate professional application experience, and feedback teaching skills.

3. THE IMBALANCE OF RESEARCH, TEACHING AND LEARNING

However, due to its late start, the cultivation of graduate students is still in the early stage. In addition, the relationship between the application characteristics and the cultivation of research ability has not been clarified, and the students' self-development goals are not clearly set, which leads to the imbalance of research, learning and learning. According to the author's investigations, the current imbalance of research teaching learning relationship is mainly reflected in the following aspects:

3.1. The Imbalance of Teaching and Learning

The operating experience of Application-oriented Colleges and universities mainly focuses on the cultivation of application-oriented undergraduates, which made the lack of postgraduate training experience, coupled with the relatively weak source of graduate students and the weak teaching experience, so that their graduate students have not formed a clear idea in orientation, objectives and training methods. It is mainly reflected in the following aspects:

First, the cultivation of postgraduates will also be more dependent on the path of application-oriented undergraduate training experience and pay more attention to the application-oriented ability rather than research-oriented ability training. So that the management of postgraduates is not so standard and many students tend to leave school for social practice, rather than professional research training and knowledge accumulation in the early stage of learning.

Second, there is no systematic training program to the postgraduates and it mainly focuses on classroom teaching, one-way knowledge transmission which weakens the interaction between teachers and students. Teachers are also difficult to adjust timely through teaching feedback. The training content is mainly specialized in teaching rather than the training of professional research methods, research ideas and research practice. So it is difficult for the students to apply them to daily learning and training.

Third, professional knowledge is insufficient and the training is difficult for the students. The resource of the students are mainly from the same universities and other application-oriented colleges, which are often rich in practical knowledge but lack theoretical knowledge. This puts forward higher requirements for the cultivation of graduate students' professional ability, while the universities are difficult to improve their cultivation ability in a short period of time, which makes them often face the trade-off between research ability and application ability cultivation.

3.2. The Imbalance of Research and Teaching

There are two main problems in dealing with the relationship between research and teaching: first, some teachers pay too much attention to teaching, but not enough to the research progress. Although the teachers are skilled in class teaching the teaching content is narrow and old. The lack of mastery of new content leads to a low level of knowledge updating and the weak research ability of students to obtain the new methods and progress in the professional field. While other teachers pay too much attention to professional research and neglect the improvement of teaching. Some professional researches are often more abstract and narrow in the research field, which is difficult for students to learn. The bias towards research may lead to a lack of teaching content, low teaching level, poor application of knowledge, low acceptance of students. These two kinds of problems come down to the imbalance between professional research and teaching. Too much emphasis on teaching or research cannot make qualified talents. Most of the application-oriented colleges and universities start late. In the early stage of development, most of them are developed by annexing other application-oriented colleges and universities. Their teaching and research abilities are different. Some teachers are experienced in teaching, but their research abilities are weak and difficult to improve. On the other hand, with the establishment of talent introduction mechanism and

evaluation mechanism for university teachers, the investigation of teachers' research ability has been further improved. Some teachers, especially young teachers, mainly aim at completing scientific research tasks and developing research ability, with relatively weak teaching willingness and teaching level to be improved.

3.3. The Imbalance of Research and Learning

Learning initiative is divided into learning ability and learning willingness. In the interview of the new graduate students of business in application-oriented universities, the author found that the source of graduate students of business in application-oriented universities is narrow and their learning ability is weak. Most of the students come from the undergraduate graduates trained by the school itself, and some of the students with professional background and on-the-job postgraduates. Their learning habits and learning ability need to be improved.

Secondly, many students carry out the postgraduate stage learning through cross field. The professional foundation is relatively weak and hard to make up in a short time, which makes them face such difficulties as imperfect professional knowledge system and heavy learning tasks. And many other students are adjusted to the universities which are not matched to their expectations so the gap between their own wishes and the actual colleges and majors makes many students are not active in learning and lack of learning motivation and goals. Therefore, students often set lower learning objectives in their study, and pay more attention to social practice such as off campus work, practice, etc[7]. and they also lack a clear understanding of the graduate stage of learning who regard the graduate stage as the extension of the undergraduate stage, and are often satisfied with simple classroom teaching and knowledge indoctrination. They have no clear understanding of the graduate students' research ability and research ability promotion and also lacks enthusiasm of learning.

Under the influence of the operation experience, the differentiation of teachers' professional bias and the low learning initiative of students, the balance between research, teaching and learning has been broken, and the negative effects are mainly reflected in the following aspects: first, the cultivation of graduate research ability is insufficient, and the teaching mainly adopts the form of classroom teaching to carry out one-way knowledge transmission In addition. Second, the effect of teachers' scientific research feedback teaching is not obvious which makes it difficult to fit the research teaching and graduate students' learning. Third, there is less interaction between teachers and students. As an important part of students' practice and teachers' development, research has not built a bridge between teachers and students.

4. RECONSTRUCTION OF THE RELATIONSHIP BETWEEN RESEARCH, TEACHING, AND LEARNING

The essence of the dislocation of the relationship between research, teaching and learning is the imbalance between the training objectives and limited abilities of the university, teachers and students. To reconstruct the relationship among the three, we need to improve the training mode of graduate students, strengthen the integration of teachers' scientific research and teaching, and improve the enthusiasm of students' participation in research and the ability of systematic analysis and problem-solving through the systematic construction of graduate training in applied-oriented University. In order to build a suitable training model for application-oriented universities, the paper thinks that it can be carried out from three aspects: the construction of tutor system, the introduction of basic courses and the feedback of scientific research

4.1. Strengthening the Cultivation of "Bi-Tutor"

The tutor system is an important feature of postgraduate students rather than undergraduate training. Tutors can teach students learning habits, logical thinking, professional ability and practical ability through professional and targeted guidance. In the current postgraduate training system, the "Bi-Tutor" system is mainly used in the training of professional master's degree. The master's degree postgraduate adopts the tutor employment mode of joint training. The intramural tutor focuses on the cultivation of students' learning ability, the promotion of students' limits, the subtle cultivation of students' learning style with the teacher's ethics and teaching style and then cultivate the professional ability of students. The main responsibilities of the extramural tutor are to guide students to improve practical operation ability, cultivate students to form good professional ethics, guide students to experience and form preliminary professional cognitive ability. After years of practice, the "Bi-Tutor" system has been recognized by students and society, and has become the main mode of professional postgraduate training. However, the academic master still mainly adopts the single tutor mode in the school, which mainly emphasizes the cultivation of learning ability, research ability and practical work style.

At present, the application-oriented university postgraduate training is also divided into professional master and academic master. However, it needs to combine the research and application target. Academic masters still need to improve their practical ability and practical ability. In this kind of universities, the "Bi-Tutor" system can be implemented for both academic and professional graduate students. Different from the "Bi-Tutor" of professional master's degree, the application-oriented students can be equipped with academic tutors and application-oriented

tutors, and such Bi-Tutor system mainly reflects the division of functions rather than the separation of identity. That is to say, the two functions can be held by the same tutor or by different tutors. Tutors need to exercise different functions in different stages. At present, the scale of graduate students in such colleges and universities is small and the teachers are fully equipped, so it is possible to carry out this exploration. Two kinds of tutor systems need to be managed in the way of classified assessment: Academic tutors are mainly responsible for the cultivation of students' early research ability, and strengthen the training of basic research methods, research methods, research paradigms and writing ability in the first half of graduate students; their purpose is to strengthen the training of graduate students' learning ability and learning habits. Application tutor is responsible for the cultivation of students' application ability, mainly in the second half of postgraduate study to carry out social practice guidance, professional knowledge application training, etc.

4.2. Setting up Systematic Research Introduction Courses for New Students

Through the investigation of the new graduate students, it is found that most of the students have vague learning expectations and low learning willingness for the training objectives. Many students are lack of understanding of the basic methods and objectives of graduate study. In addition, many students are interdisciplinary learning, and they have not systematically mastered the basic theories, knowledge and analysis methods of their major. However, as soon as they enter the graduate stage, they have set up a large number of specialized subdivision courses, which are difficult for students to digest and absorb, and their enthusiasm for learning is low.

Weak professional foundation, unclear ability training objectives and low willingness to learn are the main problems in the research-learning relationship of business postgraduates in application-oriented universities. Single entrance training cannot achieve satisfactory training effect, so it is necessary to set up systematic introduction courses before professional courses. The course can be divided into two stages and three parts. The first stage is the introduction of postgraduate ability training objectives. It mainly introduces the training objectives, training methods and training requirements of postgraduate stage. We can use lectures, class discussions and other forms to focus on the cultivation of research ability, introduce the differences between graduate students and undergraduate students in theoretical learning, systematic research and professional practice and help new graduate students establish clear learning objectives, and improve the enthusiasm of students' research learning combination.

The second stage is the introduction of professional research knowledge, which is mainly divided into two parts: the introduction of research methods and the introduction of professional research applications. The introduction of research methods can set up research methods courses

suitable for new graduate students, and take the lead in introducing basic research methods, basic ideas and basic application courses, such as "(Academic) thesis writing course", "literature research" and other courses. Help students master basic research tools and form good research norms. The introduction of professional research application can offer basic courses related to graduate majors, including but not limited to the introduction of the basic application direction and application prospect of this major. This kind of courses can invite teachers and experts who are outstanding in the application field of this major to give lectures and communicate with the students, so as to help students clear the learning direction of the major.

4.3. Encouraging Scientific Research to Feedback Teaching

Some studies have shown that scientific research feedback teaching is of great help to students' independent thinking and writing ability as well as teachers' scientific research and teaching ability. On the one hand, the main goal of postgraduate training is to cultivate research ability, which is mainly reflected in the improvement of professional problem research and solution ability; on the other hand, the postgraduate training of application-oriented universities should also emphasize the integration of theoretical learning and practical application, that is, the ability of applying scientific research methods to real problems. In order to achieve these two goals, we can strengthen the connection between research, teaching and learning through the way of scientific research feedback teaching. Teachers can apply scientific research to teaching, enrich teaching contents, communicate with students; students can get the latest research topic and trend of their major in learning, and improve research ability Interest in research.

So teachers can encourage students to read more literature, study more, write more and communicate more by introduction, case explanation and research practice in class, and help students to establish systematic research ideas and research norms through the whole process of theoretical preparation, implementation, data collection, etc. Students' participation will also help teachers to complete scientific research projects more efficiently. In the same way, students learn basic research methods, research ideas and understand research norms in the classroom. In actively participating in teachers' academic projects, they improve the abilities of information collection, independent thinking and writing through theoretical combing, problem extraction, social investigation (business training), investigation report (solution) writing and professional application practice, etc. In addition, schools can also encourage teachers to carry out research feedback teaching activities by improving the assessment mechanism, providing material and environmental support.

4.4. Establishing and Improving the Evaluation Feedback Adjustment Mechanism

The application-oriented university graduate training started late, and its characteristics cannot fully learn from the research-oriented university. That means they need to build their own characteristics of the training system. The training target of application-oriented university in graduate students is high-quality application-oriented management talents, which also needs to follow the training principle of student-oriented and market-oriented. The evaluation, feedback and adjustment mechanism should be established before - during - after the process. In advance, we can investigate the students' willingness, expectation and reason of taking postgraduate courses as well as their school choice, major selection and ability training needs to enrich the training content. In the process, we can evaluate the graduate students' research, learning and practical abilities and understand the students' opinions and suggestions on the training program through questionnaires and interviews, and then adjust the training mode. After that, we can carry out irregular return visits to alumni and employers of graduate students, understand the ability requirements of students in work and the talent needs of employers, improve the training system, optimize the postgraduate training program, and adjust the relationship between research, teaching and learning in time.

5. CONCLUSION

Based on the analysis of the training orientation of graduate students in application-oriented universities, this paper studies the interaction and role of research, teaching and learning in the training process. However, due to the late start of application-oriented postgraduate training, vague positioning, the deviation of teachers' career planning, and the deviation of students' learning ability and learning expectations, the relationship between them is unbalanced. It is necessary to make clear the direction of tutor training, strengthen systematic research methods, support scientific research teaching and dynamically adjust the training methods of postgraduates to assist in the relationship between teaching and learning, teaching and learning, and improve the quality of Postgraduates' training. With the further implementation of China's talent strategy, the society's demand for graduate talents will further increase, and the strength and scale of graduate training will also increase, which is a challenge and an opportunity for graduate training in application-oriented universities. On the one hand, because of the gap between its postgraduate training experience and the traditional postgraduate training colleges, postgraduate training is

difficult. On the other hand, "crossing the river by feeling the stone" also provides more innovation space for such colleges and universities. The application-oriented universities should grasp the training target of postgraduates. Colleges and universities should be student-oriented, explore boldly, highlight the characteristics of local-oriented and cultivate high-quality application-oriented management talents with solid professional research ability and outstanding application ability.

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