

The Role of Professional Practical Labor in the Cultivation of Master'S Degree Candidates

—The Forestry Major of Beijing University of Agriculture as an Example

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ABSTRACT

There is a common problem of 'neglecting moral education, emphasizing intellectual education and forgetting labor education' in the current postgraduate training program of colleges and universities. It seriously affects the training quality of high-level applied talents. In combination with the resources of the forestry major in Beijing University of Agriculture and the postgraduate training practice of the breeding research group, this paper summarizes and discusses the role of professional practical labor to postgraduates in improving professional cognition, professional education, and cultivation quality, determining research topics, and promoting their all-round development. The research results are to provide a basis for exploring the training ways and revising the training program of postgraduates majoring in forestry.

Keywords: Professional practice, Forestry major, Postgraduate training.

1. INTRODUCTION

On March 20, 2020, the Central Committee of the CPC and the State Council released the *Opinions on Comprehensively Strengthening Labor Education in Colleges, Primary and Secondary Schools in the New Era* where 18 specific requirements were put forward in five aspects, including fully recognizing the new requirements for strengthening labor education in cultivation of socialist builders and successors in the new era, comprehensively building a labor education system that can reflect the characteristics of the times, widely implementing practical labor education activities and making efforts to improve the supporting and guarantee capabilities of labor education, and practically strengthening organization and implementation of labor education. All the colleges, primary and secondary schools attach importance to labor education when preparing the training program. Document requirements: Regular institutions of higher education shall make clear that labor education is mainly conducted in courses. Wherein, at least 32 class hours shall be required for undergraduates. Except for labor education related compulsory courses, the labor education content shall be organically integrated with other courses according to

the discipline and major characteristics of other courses [1]. However, there is a common problem of "neglecting moral education, emphasizing intellectual education and forgetting labor education" in the current postgraduate training program of colleges and universities. It seriously affects the formation of the labor awareness of postgraduates in colleges and universities and the gist of integrating theories with practice. Most postgraduates do not want to labor, some postgraduates cannot labor, and individual postgraduates do not cherish the fruits of labor.

The forestry major is of great practicability. This major requires that students should participate in necessary professional practical labor in the postgraduate training. It is necessary to research, summarize and improve the role of professional practical labor in the whole process of talent training to provide a basis for exploring the training ways and revising the training program of postgraduates majoring in forestry.

The school running goal of Beijing University of Agriculture is to build itself into a high-level applied modern agriculture and forestry university. Postgraduate training also fully reflects its high-level applied feature.

Supervisors of the forestry major lead students to implement professional practical labor to deepen postgraduates' professional cognition and promote professional education; in professional practical labor, professional problems unsettled in forestry are found, and the research subject is determined; in professional practical labor professional practical labor, theories and practice are integrated to improve the postgraduate training quality; in professional practical labor, students participate in labor, experience labor, appreciate labor and then build correct "outlooks on the world, life and value"; We think that professional practical labor is the main approach and method of talent education in practice.

2. PROFESSIONAL PRACTICAL LABOR CAN DEEPEN POSTGRADUATES' PROFESSIONAL COGNITION AND PROMOTE PROFESSIONAL EDUCATION

Forestry major is of great practicability. However, practical teaching of forestry is restricted by the training system, teaching program, class hours, credits, slow growth of woods and the seasonality. In normal cases, practical education in training programs is not very systematic or integral, so it is hard to make students have a comprehensive and systematic understanding of the life cycle of one wood, and it is also hard for them to comprehensively master each key link of forestry production through practical operation in the first production line. Thus, the research group actively carries out professional practical training and labor in combination with the characteristics of the discipline and the major, attaches importance to application of new knowledge, new technologies, new materials and new methods, and creatively carries out and systematically engages in agricultural activities and solve practical problems to make students understand genuine knowledge, master professional labor skills, deepen their professional cognition, accumulate occupational experience, improve the employment and entrepreneurship abilities, build a correct view of employment, have the struggling spirit of working in areas where conditions are arduous and in the forestry field and deepen postgraduates' professional cognition and realize the objective of professional education.

3. THE RESEARCH SUBJECT IS DETERMINED IN PROFESSIONAL PRACTICAL LABOR

The core of scientific research lies in putting forward and explaining valuable scientific problems [2]. Dissertation is the uppermost link in the whole postgraduate training process and is the core basis of reflecting postgraduates' research level and quality and the application for the degree. Currently, there are two master's degree cultivation modes in the forestry field in

China, including the academic master's degree and the professional master's degree. Especially the professional master's degree in forestry is set to meet China's demand for high-level applied special forestry talents in our forestry industry construction and forestry ecological construction. Research subjects shall be applied subjects with the application value and occupational background from the forestry field, can reflect students' ability and level in solving practical problems in the forestry production field by using knowledge and skills they have learnt [3]. So, how should we select the research subject and determine the research orientation and content properly and accurately? This not only requires that supervisors should have an in-depth understanding of the status quo of the production practice and the actual bottlenecks of production development of this industry, but also requires that students should discover some unsettled professional forestry problems in professional practical labor. Additionally, supervisors and students shall fully communicate and deliberate, extract problems from the labor, and propose the paper title, the content shall meet the requirement of the workload of the dissertation and can solve the practical problem by integrating scientific tests and theories based on the efforts of students, and the research outcomes shall have the application value and provide certain new insights. Knowledge on books merely makes us know things superficially; practice is necessary if we have a though understanding of them. Through professional practical labor, the research subject can be determined in a better way. Dissertations of the forestry major must closely combine with professional practice.

4. POSTGRADUATE TRAINING QUALITY IS IMPROVED THROUGH PROFESSIONAL PRACTICAL LABOR

"Combination between education and production labor, between intellectuals and workers and peasants, between theories and practice" is the basic requirement of the education policy as well as the objective demand of agriculture education in solving problems concerning "agriculture, countryside and farmers" and better serving "agriculture, countryside and farmers" [4].

In professional practical labor, theoretical knowledge and skills are improved simultaneously, the knowledge structure is extended, the knowledge vision is broadened, the subjective initiative is fully exerted, and personality and creativity are developed; mastery of knowledge is deepened, what more important, theoretical study and experimental investigation are conducted in combination with the production practice, and the dialectical materialism thought oriented combination of theories and practice is fulfilled to make students possess required skills of this major and lay a solid foundation for their better performance in the forestry field. According to the feedback information

from employers of our graduates, students can adapt themselves to the society quickly through combination of theories and practice in professional practical labor, so the postgraduate training quality is improved.

5. STUDENTS REALIZE ALL-ROUND DEVELOPMENT IN PROFESSIONAL PRACTICAL LABOR

Modern and contemporary Chinese educators attach much importance to labor education. Yuanpei Cai advocated that practice should be conducted while learning, and learning and working should be combined; Xingzhi Tao advocated that practice should be conducted at the same time of teaching and learning, teaching, learning and practice should be combined, and labor education is one important constituent of his life education theory; Yuzhang Wu thought about labor education from the perspective of cultivating successor to the new democracy and the socialist cause and put forward the dialectical view that labor and knowledge learning promote each other; Yangchu Yan emphasized that the function of labor education is to undertake the mission of national rebuilding, and the priority of labor education is to implement livelihood education [5]. The labor education thoughts of predecessors not only have enlightening significance for the contemporary basic education, but also have the significant reference value for college education and postgraduate education.

There is a common problem of "neglecting moral education, emphasizing intellectual education and forgetting labor education" in the current postgraduate training program. It seriously affects the indifference of postgraduates for labor awareness and their underestimation for combination of theories and practice. Even though the forestry major is of great practicability, most postgraduates majoring in forestry do not want to participate in professional practical labor with various causes or reasons, some postgraduates have a good attitude, but they cannot labor, and especially they cannot use the labor tools and experimental apparatuses; they cannot reasonably arrange the labor order and time; they do not have the method for saving labor, their working efficiency is low, and their creativity is poor; individual postgraduates do not cherish the labor achievements, etc. To solve such common problems, our supervisor team requires that every postgraduate should participate in at least five times of professional practical labor every semester, and shall participate in at least 20-30 times within 2-3 years. Students should write down their professional labor feeling at the end of the first semester, write down the professional labor experience one year later, and review their professional labor appreciation before graduation. Through such practice and feedback, we find that students' cognition of professional practical labor has been deepened, they have perfected and even reshaped their "outlooks on the world, life and value", and they

have realized all-round development. The classic quote of Inamori Kazuo was introduced in the labor appreciation of our graduate: "Human labor is not only for the purpose of gaining remuneration. I firmly believe that the purpose of life is to improve the personality, and the purpose of life is to sublimate our own personality." [6].

6. CONCLUSIONS

There is a common problem of "neglecting moral education, emphasizing intellectual education and forgetting labor education" in the current postgraduate training program in colleges and universities. Thus, how to improve postgraduates' attention for professional practical labor, improve postgraduate training quality and promote all-round development of students is a huge challenge in front of agricultural and forestry colleges and universities. In combination with the resources of the forestry major in Beijing University of Agriculture and the postgraduate training practice of the breeding research group, this paper summarizes and discusses the role of professional practical labor to postgraduates in improving professional cognition, professional education, and cultivation quality, determining research topics, and promoting their all-round development. Through implementation of such reform measures, postgraduates' passion and enthusiasm for learning have been cultivated effectively, and students' abilities in analyzing and solving problems have been improved, which is of great significance for cultivating high-quality and applied professional talents.

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