

## Study On the Background of Differentiated Postgraduate Education in China

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**Abstract**—This paper analyze the international implementation of differentiated education exemplified by Japan, United State and France, then analyze the differentiation of teaching resources and culture of colleges and universities in China, as well as the quality, character, background and occupation objective of students. Because of the current situation, it's urgent to implement the differentiated postgraduate education in China.

**Keywords:** *Postgraduate Education, differentiated teaching, background*

### I. INTRODUCTION

China's higher education has cultivate a large number of talent for decades, however, the disadvantages has appeared during the up and downs of the implementation of higher education, especially at the local colleges and universities. Under the control of rigid management system, there is a lot of problem in the aspects of teaching mode, cultivate method, education objective and so on. Yet the most serious one which has waste a lot of teaching resources is the all-in-one training mode, it reduce the quality of higher education and this the reason why differentiated education has to be established urgently. Differentiated education is a method to cultivate high quality student in line with the market demand according to different culture and teaching goals. The core philosophy of it is to take the most suitable method according to students' personality and behavior

### II. INTERNATIONAL STATUS TO IMPLEMENT DIFFERENTIATED POSTGRADUATE EDUCATION

Every country has it's character in the implementation of differentiated education because of the different historical habit, developing process and fundamental realities. Generally speaking, there are two types: one is the standardized education emphasizes uniform on the solid system of professional model, this type of education has no sense of individual aptitude and the profound of differentiated teaching; the other one is differentiated education admit individual personality represented by America, which enhance the overall ability and individual development of the student by the way of differentiated education.

But no matter what kinds of education mode the country applied, the importance of differentiated education has been recognized widely. Japan is the typical case of oriental cul

ture emphasizes uniform teaching instead of individual characteristics. Japan implement unified education mode for a long time until 70's of 20century, they recognized the disadvantage of unified form and began to carry out the education reform, which take the students' character as the primary principal.

America emphasis on personality development for the long-standing, which paid much attention in the field of education since second world war. America implements differentiated education reflects in several aspects: choosing mechanism acknowledge differences of student; talent culture mechanism with personality; management mechanism and evaluation method based on differentiation; differentiated goals between different type of colleges; optional courses setting by moderately common basis, etc.

France also provided several chooses which brings a good inspiration of "phases education" learning mode for the students with different development processes. Regardless of the manifestation of countries differentiated education, it has the common aspect. First, the basic concept of this mechanism is to respect students personality; second, differentiated postgraduate education is the unity of universality and individuality, for example, United States encourage differentiated academic objective between colleges but strengthen universality in students personal values and fundamental curriculum; third, it is the key point in this education mechanism to cultivate students' comprehensive ability.

### III. BACKGROUND OF IMPLEMENTING DIFFERENTIATED POSTGRADUATE EDUCATION IN CHINA

In spite of a large number of colleges and universities in China, they differ in postgraduate education in many aspects, and they are basically similar in training programs of postgraduate education and teaching content. This similarity can avoid unnecessary mistakes, relatively reduce the cost of design and education, but with the extensive presence of similarity, higher colleges and universities fail to cultivate postgraduates that meet market demand, achieve better or best results, and students cannot develop personal core competitiveness or forge school's core competitiveness, so that they are not widely recognized and accepted by society. Thus, it is of great significance to adopt differentiated education to cultivate postgraduates of personal competitiveness that meet market demand.

The following differences should be taken into account in postgraduate education.

#### A. *Differences between schools*

Differences between schools can be mainly reflected in two aspects. Firstly, it comes to the differences in resources available to schools. In China, in spite of a large number of colleges and universities, they are greatly different in levels (non-key universities colleges and key colleges and universities), affiliation (central and local), and locations. Besides, the differences in the overall quality of college students is obvious. All these factors result in the difference in a variety of resources available to different institutions of higher learning, among which the greatest resource is undoubtedly funding and teacher resources. Due to the differentiated sources of schools, students studying in different universities will differ in the level of professional knowledge. The difference in the quantity and quality of knowledge acquired and other differences can be distinguished and evaluated through the quantitative measure of examination, and most of these differences can be narrowed through individual efforts. But a small part of the differences due to the effect and accumulation of self-organizing systems of knowledge is still relatively fixed on individual students.

Secondly, it comes to the difference in the accumulation of spirit in historical development of the school. Yu Jingti held that one difference between students in different schools will have lifelong impact on them and it is difficult to change it by relying on their individual consciousness. It is the impact of ethos unique to each school (that is what called "atmosphere" by someone) on students. This ethos determines the value, self-positioning and effort direction of university, the soul of the university, a taste of college, and it is what makes a university distinguished from other universities in deeper spiritual level. (2004, Yu Jingtian)

As for local colleges and universities with limited resources and financial constraints, they are subject to slow flow of information due to the distance from information center, and they are not advantageous in the quantity and quality of students. In this context, they should have clear self-positioning and clear training objectives, to address the issue of market demand and long-term school development.

#### B. *Differences between students*

As the saying goes, no two leaves are exactly the same in the world. The postgraduates admitted to the same institution of higher learning also differ in various aspects, especially in the following three aspects.

##### 1) *Difference in overall quality*

The differences of institutions of higher learning in resources available directly results in their difference in attractiveness to students. Institutions of higher learning with more resources attract more high-level students, while many local colleges and universities, especially those not listed in 211

Project, have narrow choice which even cannot meet their predetermined quota of students. Importantly, the autonomy

of college admissions is poor. Especially postgraduate admission, to a large extent, depends on the specialized entrance examination nationally organized. To train qualified and even excellent postgraduate that meet the market demand, it is most important to be concerned with integrated high-quality training objectives of self-development, a strong sense of innovation, and adaptability. The traditional course learning and examination results are not representative of the overall quality of a person, nor is it an important training objective at this stage. The selection is out of line with training objectives. In this unsatisfactory situation, the big difference in the overall quality of postgraduates admitted to institutions of higher learning will exert impact on their subsequent teaching and training programs.

##### 2) *Difference in Background*

Background here mainly refers to the professional background. As for postgraduates, they are likely to change their undergraduate majors at the postgraduate level for many reasons, such as employment, admission rate, interest and other factors. These factors will lead to changes in their learning orientation. Because of a relatively low requirement for systematic and accumulation, it is quite common for postgraduate candidates to apply for trans-disciplinary majors, especially in the graduate schools of social science, which leads to a big difference of social science postgraduates in professional background. Different professional backgrounds will inevitably affect students' logical thinking ability, overall grasp of knowledge, subsequent understanding of the courses, so the teaching requirements are different.

##### 3) *Difference in career goal*

As for postgraduates, especially those admitted to local colleges and universities, it is very important for them make a career planning, and establish their career goals soon after their admission to graduate school.

The western developed country detailed the training objectives and have a excellent postgraduate training mode of social sciences; however colleges in our country follow the same pattern of social sciences in teaching mode and curriculum setting, it pay much attention on the research of theories instead of the setting and effect of practice courses. All the troubles among our colleges finally influence the quality of talents training, especially in local higher educational institution, cut down the students adaptability to social and market,

With the continues expansion of postgraduate scale, the central element and quality of the once elite education has changed, as well as the requirement from society. Therefore, except the graduate student who prepare for a PhD, graduate education should pay attention on the training that accessible to social practice department and meet the requirement of the market with the diversified vocational target.

##### 4) *personality difference*

Character is the sum of a person's unique psychological characteristics, a relatively stable individual characteristics to formed in the life. It decide the fate of individual and affects human behavior, as well as one's occupation ability, and also affect the acceptability of different mode of education

students. The character can be classified by many angles, and the most important classification is the divided students from introversion and extroversion, this classification is mainly based on the human psychological activity whether inclined to the inner world or have enough interest on the outside world. Character has no directly related to a person's ability, IQ, social value or one's success, but the character differences can have a great influence on people's life. As a university educator, our mission is to improve students' innovative ability and practical ability, strengthen students' advantages and avoid its' weak point, based on its' personality and characteristics.

Therefore, higher education must understand the differences, acknowledge the differences in the training of postgraduate students, and take the differentiated teaching methods which has the character of flexibility and consistent with the students' characteristics. As a higher educator, we have the

mission to cultivate the students with the ability to adapt market demand and the development potential.

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