

On Reform and Practice of Full Time Professional Master of Veterinary Medicine Degree Course

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Abstract. This article analyze the problems existed in course setting of full-time professional master of veterinary medicine degree. Teaching quality is improved by the modularization and comprehension of course setting, diversified teaching patterns and professional teachers, and the new thoughts are provided for the deepened reform of graduate course of full time professional master of veterinary medicine degree.

Introduction

Professional degree setting is an important part of the degree reform in our country which change the status that degree type and standard is simple in our country, promote the cultivation work for compound, application and specialized high level talents and enrich and develop the degree system in our country. Course setting is the core link of graduate cultivation and the basic way of talents cultivation which play a key and decisive role in cultivating the innovative consciousness and pioneering spirit of graduates, conducting scientific research and innovation activities with a high starting point and cultivating creative and practical ability. In addition, course setting is the basic way to implement the educational goal, the important factor which restrict the graduate education quality and the necessary requirement of developing high level graduates education. However, the reform of the course system of full time professional master of veterinary medicine degree must be enforced.

Ministry of education has began to implement the full time cultivation in most of the professional degree and issue double certificates since 2009. This is a strategy adjustment on graduate education implemented by the state, and which also indicate that the comprehensive reform of professional degree course will begin. Full time professional graduate cultivation is a systematic project. Relatively speaking, the supervisors' guidance and the quality of graduates are constant, course and teaching are variables which are the basic link in the whole process of graduate cultivation. Different course content, course structure and course setting will cause different educational results.

Problems Existed in the Course Setting of Full-time Professional Master of Veterinary Medicine Degree

The Course Goal is Fuzzy. Postgraduate education mode is third rail system running mode in which the education of academic graduate is the main part, and the education of graduate with equivalent level and professional degree graduate are supplement. The cultivation mode of professional degree graduate has transition and application characteristics as the middle level of the academic graduate and graduate with equivalent level.

The goal of master of veterinary medicine cultivation is cultivate application, inter-disciplinary high level talents who have the ability to engage in veterinary resources management, technological supervision, the management and development of market, veterinary clinical work and modern veterinary business and management. At present, our society has a large demand for inter-disciplinary high level talents that propose the diversified demand for the cultivation of professional degree graduate.

Course goal is lack of vocational directivity deserved which is disconnected form the cultivation goal of professional degree talents. The influence of the fixed setting mode for academic graduates course should be eliminated in the setting process of full time professional master of veterinary medicine degree graduate to avoid the deviation from career orientation and goal of professional degree graduates education.

The Course Contents is Same with the Contents of Academic Degree Education. Professional degree graduate course ask students to link theory with practice and pay more attention to practice and case analysis. But in the specific course setting process, the proportion of practical courses is too small, the proportion of theory courses is too great, selective courses are few which limit the choices of students, the contents of case teaching is lacking, and there is no teaching mode in which case teaching and practice teaching are the main part of teaching. In the teaching practice of professional graduate, the ability to research of graduate is emphasized, and the practice course often be ignored, and teaching contents can not keep up with the current frontier technology, so the equal, interactive and contended academic atmosphere is not formed. In addition, the personal characteristics, practice cognition and practice ability of graduates are not showed and practiced in the teaching practice that cause the lack of subjectivity of students, and make it difficult to arise and increase the initiative and practical ability for students.

The Course Structure is not Reasonable. Under guidance cultivation plan of full-time professional master of veterinary medicine degree graduate, full time professional master of veterinary medicine degree graduate course has four main categories which are required course, selective course, article reading and special reports and veterinary practice. The basic theory is the main part of the course content. The credits and categories of selective course is few, the small room for choices is bad for the cultivation of vocational skill of students and the mastering of research method and way.

Reform and Practice of Full Time Professional Master of Veterinary Medicine Degree Graduate Course

Presently, scale expansion is the main contradiction encountered by the development of professional graduate education. Accordingly, the course and teaching reform of professional degree graduate education are not only the demand of cultivating the comprehensiveness, practice, application and occupational of students but also the requirement of adapting the goal of graduate cultivation and the diversified cultivation modes. In addition, the course and reform also are the effective measures to optimize course resources, increase teaching quality, increase quality of graduate education and promote the sustainable development of graduate.

The Modularization of Course Setting. Module can embody the comprehensiveness, flexibility and openness of course setting with its characteristics that module can be replaced or combined as demand. Course setting further optimize course system starting from cultivation goal, and integrate the original course framework to four big modules the basic theory module, professional vocational skill module, expansion module and veterinary practical module by the principle of wide-caliber cultivation and professional pertinence. The basic theory module mainly reflect the newest scientific advances and the close link and application prospect of this field and veterinary science which can establish a foundation for the career and future development of students. As the important part of the four modules, professional vocational skill module with comprehensiveness and systematization mainly reflect the newest technology and development trend which can lay a foundation to be a senior veterinary practicing for students. Expansion module mainly reflect international dynamics and development trend and lay the foundation of meeting the various requirement of veterinary talents of our country for students according to the actual situation in our country. The role of veterinary practice module is to improve the specialized skill and the ability to use knowledge to solve problems of students.

Comprehensive and Diversified Course Setting. The course setting of full-time professional master of veterinary medicine degree graduate must meet the occupational demand and embody the comprehensiveness and diversity. In the process of course setting, the organic integration of professional basic course and vocation skill course should be enhanced to promote the effective transformation of professional basic knowledge and vocational skill knowledge. The setting of veterinary law and regulation course fully embody the blending, practice and professionalism of professional veterinary medicine degree graduate education.

Diversified Teaching. In teaching, the organic linkage of the study and its research interest and direction of professional degree graduate course, the problems and tasks in actual application and their own employment and development should be implemented to improve the implementation quality of professional degree graduate course by all types of practical links. For the time of course implementation, periodical, open and flexible course selection mechanism should be implemented in which professional degree graduates can preferentially select course as needed. For enhancing teaching effectiveness, some teaching patterns such as concise and incisive of priority diseases and inflammation identification, seminar on disease, micro-lectures, flipped classroom and case teaching and some teaching methods such as the heuristic method of teaching, interesting teaching and discussion teaching should be adopted. In addition, the implementation of course should encourage the students to propose new questions and stimulate the active thinking initiative of students, and fully combine the theory, clinical practice, the newest front dynamics and students' own thoughts to improve the students' level of clinical diagnosis.

Professional Teachers. In the selection for the teachers of full time professional master of veterinary medicine degree graduate course, the teachers with the license of professional veterinary medicine who go right to the clinical front line and mainly research the application should be selected. In the teaching process of these teachers, they can implement teaching according to clinical case and practice to increase teaching quality, constantly increase the quality of full time professional master of veterinary medicine degree graduate cultivation in our country and cultivate more inter-disciplinary high level talents for the state and society.

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