

Research on the Construction of Postgraduate Course System of Full-time Professional Degree

Based on the Questionnaire Survey of 10 Local Universities in Liaoning Province

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Abstract: Since the enrollment expansion of full-time professional postgraduate students in 2009, more and more students have recognized it, and the enrollment scale has increased year by year. Due to the lack of training experience of professional degree graduate students, the curriculum system construction is unreasonable, which leads to the deviation of the training goal of the course teaching and professional degree. This article selects 10 local universities in Liaoning Province as the research object, through questionnaire to explore current problems of professional degree graduate student curriculum system construction, and puts forward the countermeasures, for each unit of graduate education, further improve the professional degree graduate course system construction to provide the reference.

Keywords: *full-time; Professional degree; Curriculum system; Training objectives; Local colleges and universities*

I. THE INTRODUCTION

Course is the basis of the process of graduate education link, can make the knowledge content of graduate students and for future research and work to lay a solid theoretical foundation, to ensure and improve the quality of postgraduate education plays a vital role^[1]. And curriculum system construction is the important precondition for graduate courses, scientific and reasonable curriculum system for graduate students in the limited time learn more knowledge related to this discipline, to improve the graduate student's innovation ability and practice ability. Since 2009, China has expanded the enrollment scale of full-time professional degree programs to recruit fresh graduates. This initiative marks the formal entry of the training of professional postgraduate students into the full-time track, which has changed the education pattern of graduate students majoring in research in the past.^[2] Professional degree postgraduate education's goal is for the social development on one hand has strong professional ability of high-level talents, is different from the academic degree postgraduate training objectives, so should be set up to conform to the goal of cultivating the specialized degree graduate student curriculum system. However due to the professional degree graduate education started late, at present our country universities for professional degree postgraduate teaching mostly similar to academic degree graduate students, and specifically for the construction of no specialized degree graduate student teaching course system^[3]. This article

through the way of questionnaire survey, select 10 local universities in Liaoning Province as sample investigation, probe into the current problems of professional degree graduate student curriculum system, in order to put forward some Suggestions for professional degree postgraduate course system construction.

II. COMPOSITION OF THE POSTGRADUATE CURRICULUM SYSTEM.

The curriculum system is based on specific training objectives and is composed of interrelated courses, which is the sum of teaching contents. The curriculum system plays a very important role in the process of postgraduate training, which is the framework for the construction of rational knowledge structure of graduate students, and is at the core of the postgraduate education. The construction of the postgraduate course system mainly involves the curriculum objectives, curriculum content and curriculum structure. The reasonable course system is conducive to the improvement of the quality of postgraduate education.

A. Course Objectives

The objective of the course is to set the purpose and intention of a course. It stipulates the realization of students' goals in knowledge improvement and ability improvement after the postgraduate study, which is the basis for determining course content and curriculum structure. The objective of the course is to objectify the training objectives and to establish them strictly in accordance with the training objectives. The purpose of offering full-time professional degree graduate in our country is to meet social development demand for high-level talents, so professional degree graduate student curriculum goal should be to improve the graduate student's practical ability as the starting point, professional practice oriented, pay attention to the practice and application, develop both a solid theoretical foundation, and is able to solve practical problems of high-level applied talents.

B. Course Content

The course content is the object of learning, which refers to the specific facts, opinions, principles, problems and treatment methods of each subject. The course

content is based on the course objective to construct the knowledge experience system for learners selectively, and it is a direct carrier to convey knowledge and experience to learners. The content of professional degree postgraduate course should be selected according to its training objectives and specialty characteristics, and the content of the course should be sufficient width and breadth, with emphasis on leading and applicability. Therefore, when making the contents of the professional degree graduate programs to ensure that, on the basis of theoretical knowledge, add some more advanced and practical content, as far as possible to the latest achievements in theoretical and practical level of disciplines added, and supplement and updated in time, in order to improve the sensitivity of the graduate student to professional frontier. Through targeted practical training, graduate students can better integrate theory with practice, and quickly have the ability to apply new knowledge and new technology to solve practical problems.

C. Course Structure

The curriculum structure is the link that transforms the curriculum objective into education results, which is the basis for ensuring the smooth implementation of the course activities. The curriculum structure is the basic framework of the curriculum system, which is the embodiment of the interconnection between the elements of the course. It specifies the subject category of curriculum system and course content, the matching relationship between compulsory courses and elective courses, basic courses and professional courses between collocations etc, reflects the value orientation of curriculum system Settings. Professional degree graduate student curriculum structure construction should focus on cultivating the graduate student's practice ability and application ability, increasing the proportion of professional basic course, make the public basic courses and professional basic course in balance; Increase the proportion of interdisciplinary elective courses to meet the individual diversity needs of graduate students; Key construction practice courses, selectively increase the school-enterprise cooperation courses, so that the graduate students have more opportunities to participate in the practice, and improve the ability of the combination of graduate theory and practice.

III. QUESTIONNAIRE SURVEY OF PROFESSIONAL DEGREE POSTGRADUATE COURSE SYSTEM CONSTRUCTION.

A. Basic Information of the Investigation.

The survey was conducted in the form of a questionnaire survey of full-time professional degree graduates. In Liaoning Province, 10 local colleges and universities were selected to conduct the survey, and a total of 1,000 questionnaires were sent out. 952 questionnaires were collected, of which 903 were valid questionnaires, and the effective rate was 90.3%. The survey of 10 local colleges have the graduate school system, school types involved in science and technology, comprehensive, forestry, medicine, business, normal class

six, is a good way to different types of university graduate student curriculum system construction situation. The basic information of the effective questionnaire is as follows: 378 female students, 41.86% of the total, 525 male students, 58.14% of the total. The number of first-year students was 253, accounting for 28.02%, and 341 students were in second grade, accounting for 37.76%, and 309 students in third grade, accounting for 34.22%. The number of undergraduates majoring in the same or similar degree is 617, accounting for 68.33%. The number of students majoring in undergraduate major and graduate is 286, accounting for 31.67%. That a school of professional degree graduate students with the academic degree postgraduate course system construction of the classification of the number at 71, accounts for only 7.86% of the total surveyed, more than 90% of the students don't think the school of professional degree graduate students with the academic degree classified cultivation of graduate students and for the cultivation of the professional degree graduate student still can continue to use the original curriculum system of graduate education, academic degree, graduate education for professional degree of high-level personnel training goal.

B. Statistical Analysis of the Survey Results.

1) Basic attitude survey of curriculum setting.

Study as a student to complete the first priority, but how to make every student to the satisfaction of the course, arouse the enthusiasm of students, improve the efficiency of learning, in the effective time to obtain the biggest harvest, reasonable curriculum system construction is the key to solve this problem.

Among them, 92 were satisfied and 386 were satisfied, accounting for 53% of the total. Consider the current curriculum system to set a general 363 people, accounting for 40%; Not satisfied with 52 people, very dissatisfied with 10 people, accounting for 7% of the total number of respondents. While most students are satisfied with the current curriculum system, a small number of students still believe that the current curriculum system fails to meet their expectations. Enter oneself for an examination professional degree graduate students, hope that through study of the postgraduate stage, make oneself of the application ability and practice ability, for the future to lay a good foundation for the work, can quickly adapt to the change of role. However, at present, the cultivation of professional degree students in our country still pays too much attention to theory, and ignores the connection between theory and practice, which leads to the poor practical ability of students' theory. Therefore, education reform and curriculum system adjustment of graduate students is still an important issue in front of education workers.

2) Survey of postgraduate course objectives.

The objective of the postgraduate course is established according to the training objective, and the clear curriculum objective is the key to the reasonable setting of the course content. The investigation of the objectives of the postgraduate course includes two questions.

Most students are familiar with the training objective

of professional degree graduate students, and only 4.76% of graduate students have no understanding of the training objective. In terms of the consistency of curriculum objectives and training objectives, students' evaluation was low, and only 20.23% of students thought that the objective of the course was consistent with the training goal. Objective is the embodiment of training target, only the two is consistent, can achieve the training objectives of professional degree graduate students, to meet the needs of social development to the high-level talents.

3) *Research on the content setting of postgraduate courses.*

The survey of curriculum content is mainly based on the depth and breadth of the course content and the forward and systematic aspects of the course content. The graduate student have different perception of the current curriculum content depth, think it is very difficult and more difficult the proportion of the total 27.15%, 72.8% of graduate students in the undergraduate and graduate professional span is larger, they are not in the undergraduate learning the discipline foundation course, graduate student stage to learn more. It is believed that the ratio of simple and very simple is 32.78%, which is basically the same or similar to the undergraduate major. School in set up the course content to take into account major span larger student discipline foundation is bad, so the course content more biased toward base, may be similar to the difficulty of undergraduate course, for those who have learned when undergraduate course for students in this course is a bit simple. For the breadth of the course content, only 42.03% of the graduate student thought course content is very broad and more extensive, so the training units in the future teaching must pay attention to the rich course content, in order to enlarge the graduate student's knowledge. It is easy to see that students' recognition of the frontier and applicability is generally low for the forward and applied analysis of course content. In the frontier, only 36.21 percent chose the very forward or the leading edge. In terms of applicability, the students with strong applicability and strong students accounted for 26.47% of the total. Students who believed that the course content should be poor and poor were 33%.

4) *Research on the structure of postgraduate courses.*

The survey of the curriculum structure is composed of two questions to understand students' sense of identity and how they wish to make adjustments to the current curriculum structure. The student for the current curriculum structure setting is not identity, which thinks the number of curriculum structure is very reasonable and reasonable account for 31.34% of the total, and that is not very reasonable and very unreasonable accounted for 38.1% of the total, the number of universities should be combined with the actual situation to adjust the existing system of graduate courses. More than 60 percent of students want to add a number of specialized electives and interdisciplinary public electives, according to a survey of students who want to increase the number of courses they want. Universities can open more widely covered subject knowledge and subject frontier courses, make students have fully independent option, according to their own

academic background and the future development direction, select the appropriate course is helpful to arouse the students' interest in autonomous learning.

5) *Study on the degree of improvement in ability of the course.*

The survey on the degree of help of the course learning is composed of three questions, involving scientific research ability, innovation ability and practice.

Students think that the improvement of course learning is the most important for the improvement of scientific research ability, followed by innovation ability and finally working ability. It is believed that the current course study has a great effect on the improvement of scientific research ability or the number of people with a large role is 44.96%. About a third of students think that the current curriculum is limited to practical ability, and only about 8% of students think it is very useful. With the development of the national economy, the level of education has been improved, and the number of graduates with high degree of education has become more and more.

IV. PROBLEMS EXISTING IN THE ESTABLISHMENT OF PROFESSIONAL DEGREE POSTGRADUATE COURSES SYSTEM.

Compared with the developed countries, in the process of postgraduate education in our country has not been given enough attention to teaching, the curriculum is not reasonable, for the cultivation of high-level talents to meet the needs of national economic and social development^[4]. This article through the questionnaire survey method, knowledge of graduate student views for the present curriculum system, and access to a large number of relevant literature, to our country, analyzing the present situation and problems of the cultivation of the professional degree graduate students found that professional degree graduate education in the curriculum system construction lags behind, there are some problems, embodied in the following four aspects:

A. *The Objective of the Course is Vague, which Deviates from the Training Target.*

The training objective of education is formulated according to the objective requirements of the specific social development stage, which stipulates the development direction of higher talents. The training objective is the basis for the establishment of course objectives, which determines the construction of curriculum system and guides the direction of course content setting. The curriculum system should be guided by social needs and based on talent training objectives. In order to meet the needs of social diversification development, the graduate training type also presents diversification trend. Therefore, it is necessary to clarify the training objectives of each type of graduate students and build the curriculum system according to the training objectives. However, there are still some deficiencies in the cultivation of professional degree graduates. Survey results show that the training objectives of professional degree graduate students to understand the students in

nearly 80% of people believe that professional degree graduate education in our country do not match the curriculum goal and the training goal, the specialized degree graduate student curriculum and training goal deviation, difficult to achieve the state requirements of training applied talents. At present, it is difficult to achieve the goal of cultivating high-level application-oriented talents, and the quality of talent training is low.^[5]

B. The Content of the Course is Single, and the Forward and the Applicability are Poor.

The basis of the research and practice of course is a graduate student, the reasonable course content setting is helpful for students to broaden the knowledge, to form a solid theoretical foundation, improve the level of scientific research and practical ability. The content of the course should be selected according to the training objective, and the content of the postgraduate teaching course should fully reflect the frontier, comprehensive and practical. In education, China's current professional degree graduate, the course content is relatively single, the curriculum of interdisciplinary knowledge and interdisciplinary subject is less, and the leading edge knowledge is lacking.^[6] The course content is old.^[7] Some teachers every year on the same course, almost don't update teaching courseware, could still use a few years ago in the process of teaching case, for graduate students to master and understand the forefront of professional knowledge, restrict the improvement of the quality of graduate education. The application of education is not enough.

C. The Course Structure is not Reasonable and the Elective Course is too Few.

The curriculum structure is the matching relation between the various curriculum elements in the curriculum system, and the reasonable curriculum structure is the guarantee to realize the overall function of the curriculum system. The survey results show that the proportion of the current curriculum structure is only 31.34%, and the unreasonable proportion is 38.1%. In hopes to increase what kind of course survey, most of the research hopes to increase elective courses, 35.22% of graduate students want to increase professional elective courses, 32.56% of graduate students want to increase interdisciplinary public elective courses. In terms of graduate student curriculum in our country, the overall structure pays too much attention to the discipline characteristic, outstanding professional characteristics, the research methods class curriculum too little, lack of interdisciplinary and interdisciplinary curriculum, lack of course can effectively improve graduate comprehensive qualities^[8]. Specific performance is:

(1) Imbalance between public basic courses and professional courses. With the development of economic globalization, in the course of postgraduate training, it is necessary to pay attention to the improvement of the professional competence of graduate students, and to strengthen their ideological and political literacy and improve their English level. In basic theory study stage, therefore, the schools have opened the ideological and political theory courses and English courses, but for now,

these two types of courses in basic theory system of large, resulting in the professional required courses and elective courses to open the door for less, for graduate students to master certain professional knowledge in the field of theory, is unfavorable to the graduate student professional ability of the application.

(2) Elective courses, especially in interdisciplinary courses, are few. Elective courses is to make graduate students can not only meet the requirements of credits set, and can according to their interests and needs a selective learning related to professional courses, widens the thickness and width of the graduate student knowledge, promote the development of graduate student interest and expertise to promote the development of personality.

D. It is Difficult to Meet the Needs of Social Application-Oriented Talents.

For the cultivation of the professional degree graduate students in China started late, development relative lag, has not enough experience for reference, combined with the school conditions, on the training mode and academic degree graduate student is not too big difference. Only 7.86 percent of the students surveyed in this survey said that the school has classified and cultivated graduate and academic degrees. In terms of the content of the course, the course content of professional degree and academic degree is similar to that of the postgraduate courses. Even most of the two graduate students have studied together, and there is no distinction at all.^[9] The content of professional degree postgraduate course is not focused on practicality and applicability, and ignores the professional tendency, which can hardly reflect the differences of different culture types. In terms of teaching methods, both types of research are mainly based on knowledge infusion. In the basic theory learning stage, the teaching method of course content is mainly taught by teachers, and students have poor independent learning ability.

V. COUNTERMEASURES FOR THE CONSTRUCTION OF PROFESSIONAL DEGREE POSTGRADUATE COURSE SYSTEM.

A. Define the Objectives of the Course and Strictly Follow the Training Objectives.

The construction of the postgraduate course system should be based on the training objectives, and the training objectives should be further concretized into the course objectives, and the clear curriculum objectives are conducive to the establishment of a reasonable curriculum system. The objective of the course is the embodiment of the goal of talent training, and the transformation of the talent training target into the course goal is a complex process, which requires the universities to pay enough attention.

B. Enrich the Content of the Course Teaching and Highlight the Frontier.

The content of the postgraduate course should be set up in accordance with the training objectives, and the diversified course content is conducive to the improvement of the comprehensive ability of the graduate

students. In the process of graduate education, the introduction of research methods classes, frontier courses, discipline through open courses, to graduate student scientific research ability, innovation ability and practice ability raise highly beneficial. Therefore, when choosing the content of postgraduate courses, colleges and universities in China should highlight the frontier, comprehensive and dynamic. Courses in research methods class, strengthen students for their professional research methods courses in the field of study, make the students master the research methods and tools, to improve graduate student independent analysis problem, problem-solving ability and level, the graduate students engaged in scientific research and paper writing also had a significant effect.

C. Optimize the Structure of the Curriculum and Offer Various Courses Reasonably.

The reasonable course structure should ensure that the graduate students master the basic theoretical knowledge, so that the graduate students have the right to choose the courses fully, and can meet the needs of the society for the applied talents. The postgraduate course system in China consists of four modules: public compulsory course, major compulsory course, elective course, public elective course. At present, the proportion of each module is unbalanced, and the courses and credit Settings of the four modules are adjusted on the basis of fully considering the training objectives and actual situation of each subject. The existing curriculum structure, the political theory course and English course proportion is too large, so it should reduce the number of the two courses of class, increase the professional basic theory course, improve the graduate student's professional theory accomplishment.

D. The Curriculum System is Classified and Constructed to Meet the Needs of Different Types of Graduate Students.

In order to meet the needs of social development and diversity of talents, the training mode of graduate students also shows a trend of diversification. Since 2009 in China increasing cultivation of full-time professional degree graduate students, graduate students training mode from the main academic talents into academic talents and applied talents training. Since the degree of professional degree is different from that of graduate students in academic degree, it is necessary to classify the postgraduate course system according to the training objective. The training of professional degree graduate students pays more attention to practical ability and improvement of practical problem ability, and emphasizes practicality and applicability in curriculum setting. Course teaching to change the traditional teaching way of teaching, case teaching, and more methods of scene simulation, regularly invited professional enterprise with rich

experience in the field of experts to participate in the teaching^[10].

VI. THE CONCLUSION

Graduate student curriculum system should be strictly based on training target, because of the professional degree graduate training goal is to cultivate high-level talents for the society, different from the academic degree postgraduate training objectives, therefore, its curriculum system construction should also and academic degree is different, this article through to the professional degree graduate student to study the curriculum system construction, understand the professional degree graduate student in the curriculum system construction problems, and put forward corresponding countermeasures, for each college provides the reference basis for further improve the graduate education in professional degree, make professional degree graduate training more scientific and reasonable,

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