

Research and Introspection of Training Program About Professional Master Degree Based on Political School-Enterprise Cooperation Mode

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Abstract

This paper not only reviews the development of professional master's degree in China in 20 years, which is meeting the needs of Chinese economic development generally, but also has found that it faces troubles that the goal is not equal to the results. By referring to experience of professional master in the United States and Japan and South Korea, this paper try to focus on the question that how to develop a professional master to the professional, compound, application-oriented high-level technical talent based on political school-enterprise cooperation mode, This paper has pointed out some problems that may be encountered in development of courses about professional master degree, given some practical suggestions on how to solve these problems and how to build Political School-enterprise Cooperation Mode.

Key words: Professional master; Troubles; Political school-enterprise cooperation; Suggestions

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INTRODUCTION

In 1991, China has begun to add professional master degree program system, in order to meet the need for incumbent, who want to improve their own skills and ability. China has based on the system of no-full-time

postgraduate education, which makes the incumbent to become the staff with the high professional technology and the ability to combine theory with practice. In 2009, China introduced policies on training fresh graduates to professional master, aimed at providing qualified talents in every walk of life. In order to increase the supporting force on professional master degree program, it is regulated by the Ministry of Education of the People's Republic of China (MOE of PRC) that unified the training mode on professional degree and academic degree, and distribute graduate certificate and confer academic degree certificate to the people who has the professional degree. Since 2013, the MOE of PRC has pushed forward the policy that the postgraduate education should mainly based on the professional master degree program system from academic master degree, which requires graduate enrollment in colleges and universities gradually inclined to professional master degree, for meet the increase need of talents in Chinese economic construction (MOE of PRC, 2013). In 2014, China has begun to bring the professional and academic postgraduate degree into the national graduate student funds and scholarship financial aid mechanism, which marks the end of the history of getting the full-time professional master's degree at own expense. With the increase in enrollment quotas for professional master's degree, the proportion of professional and academic postgraduate degree is approximately flat by 2015, which will continue to increase the professional master enrollment. There are currently 39 kinds of degree set up in the professional postgraduate degree, by involving the wide range to industry and class distribution in detail as well as the training mode tending to be professional for meeting the increase need of talent in society.

A survey of professional degree has revealed that although China has made increased efforts to support the professional degree. The social recognition of professional degrees is still lower than the full-time academic students

(Zhang, Wang, & Chen, 2012). The reasons for this can be summarized as follows: Colleges and universities have trained postgraduates of professional degree by academic standards, but graduation requirements are accorded by professional standards. In other words, postgraduates of professional degree are not only lack of the ability to apply technology, which should have the training, but also inferior to academic master's research experience. The embarrassing situation of professional master leads students to pay more attention to the academic master, which is in conflict with China's current development direction.

1. EXPLORATION ON TRAINING MODEL FOR PROFESSIONAL MASTER DEGREE IN FOREIGN UNIVERSITIE

1.1 Master Training Mode in USA

For meeting the needs of the talented persons by social development in USA, colleges and universities have set up specialities. It also has formulated different programs of cultivating talents as well as teaching methods. On the whole, it is society-orientation. Admission in colleges and universities prefers to pay much attention to the students' rich work experience and development potential rather than use performance. There are different kinds of teaching method: Surveying, discussion, works exhibition, which can stimulate students' personal ability. And students' performance in the classroom and their graduation projects will be the criteria for assessment, which will be used in peacetime and graduation assessment. There is no need for professional masters in the United States to write an undergraduate paper in the process of training high quality talents. At the same time, the scientific and technological achievements made by professional masters will become a prerequisite for the assessment of certain professional qualifications (Hu, 2011).

1.2 Master Training Mode in Japan

Japan has cultivated postgraduates for professional master degree by setting up the professional graduate school in 1999. It also established the professional master's position in Japanese education through promulgating "standard for the establishment of professional graduate school" and "The School Education Law of Japan" which provides a series of program of cultivating professional master. Master training mode is hiring an engineer with a wealth of experience in the enterprise to the school to teach postgraduates, and postgraduates practice what they have learned in the industry through school-enterprise cooperation. This mode can be summed up that enterprise is the classroom, the engineer is the teacher. Graduating examination method of this mode prefers the outcomes in

practice rather than the final paper in graduation. Such as introducing application of creative works graduation reply (Gao, 2007).

1.3 Master Training Mode in South Korea

South Korea launched graduate education in 1953, which is one of the countries that carried out graduate education earlier in the world. It published different laws, such as "Education development plan short" and "long term and National University Development Program", which rules Korean universities are only allowed to set up an ordinary Graduate School (recruit full-time academic master, Ph.D.), but it can set up a number of specialized graduate schools to carry out professional master's degree training, such as it has set up 17 specialized graduate school totally since its development in Yonsei University, which includes Graduate School of business administration, Graduate School of social welfare, Graduate School of education, Graduate School of management science, etc.. The Ministry of Education in South Korean also issued a series of policies and allocated special training funds to encourage college to provide more professional master education (Wang, 2004).

1.4 Summary

Above all, professional master's training mode in foreign universities can be summarized as follows: Relevant national authorities enact policies to encourage college to provide more professional master education, which even gives universities right to set up independent graduate school to recruit professional master. The training program can ensure students to get the ability in practice, and to stimulate students' practical application ability. It is social need-centered with focusing on special technology and making a substantial contribution to the society. Compared to the current development of professional master in China, it's essential to take a reform in professional master degree program system, then how to improve the professional master's application skills becomes an exigent issue to be solved.

2. THE INTRODUCTION OF POLITICAL SCHOOL-ENTERPRISE COOPERATION MODE

Political school-enterprise cooperation is a new kind of education for postgraduate that refer to society, universities and enterprises, by combining theory with practice. That gives full play to their advantages and to support each other as well as integrate complementary resources. This education take training of professional master's application skills as fundamental, and transport the talent to society as the goal, which regards the enterprise demand as the source, with basing on enterprise project. This new type of education, in details: The

government not only re-dominant orientation, but also invest funds and enlarge the support of policies through laws. Colleges and universities jointly educate students with enterprises, according to their own professional conditions, by making the students contact with enterprises. Enterprises put forward their own needs for the application of professional talent list and project according to policies of government to the goal university. Colleges and universities provide information about professional degree graduate students who sign up for the enterprise through internal propaganda.

There is a good chance for the development of professional degree education in China currently. It can directly affect talents to supplement in economic construction the if integrate with social and economic development and support each other to develop. With the detailed division of occupation and more types as well as more and more exigent techniques, to cultivate the professional, compound and applied talents of professional degree education needs close cooperation between schools and enterprises.

3. ADVANTAGES OF POLITICAL SCHOOL-ENTERPRISE COOPERATION MODE

3.1 To Solve the Problem of Professional Master's Lack of Practical Experience

Students relying on enterprises, can apply knowledge in practice, as well as seek solutions of the problem in practice in the way of making the book. Students become talents which needed by the society development, with closely contacting with engineers in the enterprise and learning practical operational experience which can not get from books.

3.2 To Support of the Local Economic Development Where the Government Introduce the Talents in the University for Enterprise

Local governments have set up a number of preferential policies for the introduction of practical talents. We can see that it has become an important development strategy for the local government every year to attract talented people to serve local enterprises. On the other hand, political school-enterprise cooperation mode can encourage students to stay for the local economic construction services when they graduate for the introduce the talents. There is an old saying in China: It is easier to be thankful for people who raise the children with their own hands!

3.3 To Contribute to the Local Economic Development

The government has not only solved the problem of employment in Colleges and universities at the same time but also made clear the development goals of the local economy with understanding the current status of

the development about enterprises and the development strategy of colleges and universities, which play important role of promoting economic development, humanities and social security.

4. THE PROBLEM THAT POLITICAL SCHOOL-ENTERPRISE COOPERATION MAYBE FACED WITH IN THE PROCESS OF TRAINING HIGH QUALITY TALENTS

4.1 The Whereabouts of the Graduates

With the different level of China's urban development, economic conditions, living conditions and geographical location, most postgraduates prefer to go to the company which are famous and located in the city as first-tier cities, such as Guangzhou, Shenzhen, Shanghai ect., the company, which is located in the second-tier and third-tier city, which can not provide the good economic conditions, and good working environment, convenient transportation, and high-level urban infrastructure for high-quality talents, can not attract the professional masters, who is educated by the Political School-enterprise Cooperation mode.

4.2 Graduation Thesis Can Not Be Completed

China will not change the professional master's training requirements in the short term, that will not cancel the professional master's thesis writing. Master often has no time to write a graduation thesis when they put much time and energy into the project practice. In addition, the project which is the charge of by professional master in the enterprise don't correspond with the content of graduation thesis in the university in the process of training high-quality talents, so students can not complete the experiment of College Tutor requirements, and ultimately lead to a master's degree is difficult to get.

4.3 The Project in Enterprise Is Simple or Can Not Be Completed

The project which is the charge in the enterprise is too simple or can not complete the project will affect the professional master's thesis writing in the process of training high-quality talents. Simple projects or unfinished the project can not meet the requirements of professional master's degree, so that students can not graduate.

4.4 Different Personal Qualities of Instructors in the Enterprise

Different instructors in the enterprise have different personal qualities in the process of training high-quality talents. The instructors in the enterprise either are lack of project experience, or insufficient with professional knowledge, which lead to students unable to complete the project in the process of training high quality talents, result in the students can not graduate eventually.

5. SUGGESTION POLITICAL SCHOOL-ENTERPRISE COOPERATION MODE

5.1 Enacting Legislation to Protect Professional Master Degree Education

According to the National Conditions, China can develop the educational idea with Chinese characteristics by the Foreign Education System. Such as enacting legislation to protect professional master degree education and make clearly its development direction and the talent-training model. It can be distributary professional master and academic masters within a reasonable period of time, with setting up institutions that train professional master and planning as a whole on specific work of training professional master, as well as programming development goal and direction of it.

5.2 Add New Specialized Subjects

China can set up new related professional major based on the original industry in the process of training high-quality talents, such as enterprise innovation and enterprise development strategy, the government strategic planning, aircraft, such as 3D printing, which is the effect of emerging industries development, according to the needs of our economic construction development, as well as combined with the increase of the social and industrial market demand.

5.3 To Changing the Mode of Training Professional Master

Colleges and universities should seek cooperation with enterprises on professional master joint training from her own initiative, changing limitations of classroom on the mode of training professional master, encouraging students operate equipment personally in enterprises, founding the problem, solving the problem in practice, accumulating technical experience, taking a road of practical talents development.

5.4 To Provide Preferential Policies

China can encourage enterprises to share the project information with colleges and universities actively, recruit goal professional master who can be led a project with their experience to stay at the enterprise with preferential policy, such as cutting taxes and incentives.

5.5 To Offer Subsidies for Professional Master

Not only can local governments give appropriate subsidies, such as talent subsidies, housing subsidies to the postgraduate who willing to stay in business, but also formulate personal development plan, which make them would like to stay after graduate.

5.6 To Provide Practical Experience Case

The state may encourage the university professors to start the incubator industries Inc. which can apply to the project

of research in the university to the practical application. Professors can also cooperate with enterprises on research, with accumulating practical experience in the academic background, which conducts the professional master using the case in the enterprises.

5.7 Build Strict Statutes about “Dual Tutorial System”

Set up “dual tutorial system” and new strict selection mechanism of qualification about tutor in enterprise. China has established double tutorial system in the development of professional master’s training planning. However, different university has implemented differently, which result in the professional master’s training system can not train the high quality talents. The reason for this is that tutors in the university who need the manpower to finished the project in the process of training high-quality talents, don’t agree with their the postgraduates practice in the enterprise, as well as the tutors in the university has worried about the postgraduates can not graduate smoothly as the postgraduates can not finished the graduation thesis. In order to train the high quality talents. China should set up “dual tutorial system” and new strict selection mechanism of qualification about tutor in enterprise in the process of training high-quality talents and make is clear that the professional master’s training should mainly based on the tutors in enterprise, supply by the tutors in the university. The enterprise should carry on new strict selection mechanism of qualification about tutors in enterprise, making sure the postgraduates have high-quality tutors in enterprise in the process of training high-quality talents, which can guarantee the training of the high-quality talents, the college instructors are responsible for the thesis writing of the postgraduates, so that students can meet the requirements of graduation.

5.8 To Change the Cultivation of the Professional Master’s Program

Countries can change the master of professional cultivation programs, In order to consolidate dual tutorial system in the process of training high-quality talents, our countries can change the master of professional training programs, such as transforming writing graduation thesis to write conclusion about projects in enterprises, or completion of a project, a design results, which are all can be as a display, with a practical project to assess professional master graduate in their graduation in the process of training high-quality talents. Only in this way of unifying the professional master’s degree and project in enterprises not only do students no worry about graduation thesis, which is provided by instructors in college, but also students can put much more attention and efforts to the projects in enterprise in the process of training high-quality talents, with making the project link to graduation.

CONCLUSION

With the booming development of Chinese economy, a large number of industries have emerged in the development of basic industries since the founding of China. Deng Xiaoping once said: "It is necessary to pay much attention to developing technology, and empty talk will get our modernization programme nowhere; we must have knowledge and trained personnel." The development of science and technology cannot do without practical specialized technical personnel, make energetic efforts to promote professional master education become the mainstream of education in China with according with national conditions of Chinese economic development and the law of social development and demand. It can be asserted that, with the uninterrupted growth of Chinese economy at high speed and high demand of the talents, there is a tendency that the Chinese policy support will be much more given the development of professional master degree, while the demand of professional master degree is greater than the academic master degree in different industries in China. It is the need to focus on the discussion that how to plan the professional master education so that makes the training objectives and training results accord with expectations. As long as the

combination of curriculum and practical education in professional master degree education, highlighting the importance of talents, is an inevitability that cultivates a large number of high-quality professional talents for the Chinese economic construction and social development.

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