Research on the Construction of Graduate Students’ Human Based Curriculum

Fangfang Ji¹,a, Yan Bi²,b,* and Wang Yu³,c

¹Graduate College of Bohai University, Jinzhou, Liaoning, China
²College of Education and Physical Education of Bohai University, Jinzhou, Liaoning, China
³School of Politics and History of Bohai University, Jinzhou, Liaoning, China

ᵃ363149072@qq.com, ᵇlovelybear0416@126.com, ᶜ260598423@qq.com

*Corresponding author

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Abstract. The graduate students’ human based curriculum is the essential support of graduate education, and is also the key to promote the scientific development of graduate education. The construction of human based curriculum should be carried out from three aspects: ideas, principles and teaching methods, to promote the development of the overall level of graduate education.

1. Introduction

Things are changeable, learning has no rules, so does teaching. The essence of postgraduate education is based on the needs of the students’ growth and development, and pays close attention to the overall development and comprehensive quality promotion of the graduate students. The construction of graduate students’ human based curriculum is the direction and key of graduate education reform, and it is also the key to promote the scientific development of postgraduate education.

2. Concept construction

2.1 Setting up the concept of humanistic educating

The upgrading of the ideas of postgraduate education executors is the premise and basis to organize and implement the postgraduate education of the human based curriculum. As the implementation of graduate education organization, teachers and graduate students need to change the old education ideas and role orientation in the process of education, and establish student-oriented teaching ideas and role positioning. Graduate education teachers should set up the subject of education on teachers and students relations, take mutual learning and common development seriously, only set up this kind of relationship, can teachers and students establish the equal interact cooperation learning relationship. Teachers should pay attention to the interactive process of teachers and students when establishing the cooperative leaning, so that in the education system the graduate students are more proactive and likely to learn and enjoy the knowledge, and enhance the overall quality. At the same time, postgraduate education teachers should set up the concept of education with new knowledge, under this concept, teachers will pay more attention to cultivating graduate students to learn knowledge and the ability of using knowledge. Teachers not only need to make graduate students gain basic academic knowledge and basic academic accomplishment according to the education goal and education process, but to give more graduate students enough time and space to think independently, to use and handle the knowledge, to cultivate their innovation spirit and innovation ability in the practice. Only under the guidance of the graduate students’ oriented concept, can graduate education be more conducive to the construction and implementation of the graduate students’ human based curriculum.
2.2 Setting up the concept of humanistic teaching

Set up a humanistic teaching concept of student-oriented for graduate education is the key to build graduate students’ human based curriculum. As a graduate student, who has completed the first phase of higher education learning, he has the basic academic ability of independent learning and thinking, so, when a student is in the learning stage of relatively independent and almost independent, and has certain independent learning ability, he must learn before teach, and be taught based on him, this is the rule and principle of teaching." [1] Only the teaching which is based on the actual needs of postgraduates' physical and mental development, can be called the good teaching, can better achieve student oriented education in postgraduate education courses. As the organization and implementation of education, teachers should establish a student-oriented learning concept, to carry out teaching works aim at graduate students about problem oriented and question standard according to the present and existing problems in the process of independent learning. Teachers cannot arrange and replace graduate students’ independent learning, which not only can develop postgraduate learning potential, also, can make the education organization and implementation be more targeted in curriculum teaching, let students have the ability of independent learning in the process of education courses. In the teaching process, teachers should make students more involved in the teaching activities, and let them have independent right of space and time, enhance the enthusiasm and love when graduate students involved in teaching, let students actively learning and thinking, which has the profound influence and significance to promote the academic development of graduate students in the future and personal quality. Teachers who study on teaching the students, should fully grasp the problem of generation produced in graduate teaching process and make a good solution, for generative teaching course is the one with real flavor of the curriculum. Graduate education teachers have to face the challenge of creation, and use education experience and art education to achieve graduate students courses which is lively and vivid and of significant effect.

3. Construction of principles

3.1 Adhere to the principle of "all for students"

"For the long-term development of the students, it is necessary to deepen the reform of education today." [2] Graduate students’ education curriculum must adhere to the principle of "all for the students", "all" refers to all the formulation of the strategy of education and teaching and the use of teaching methods and methods of teachers' education for graduate students. It must be based on the foundation of graduate students oriented and promoting their comprehensive quality promotion. This requires that the starting point and foothold of all kinds of education and teaching activities of graduate education, teaching organization and implementers are to enhance and develop the comprehensive quality of postgraduates, even in postgraduate's daily life, though there are no educational and teaching activities, teachers who are responsible for daily life activities and daily management must adhere to service postgraduates and to enhance the research objectives and principles of students comprehensive quality. Adhering to this principle is not to substitute teachers for graduate students, but to build up educational environment and educational atmosphere for all students. It is postgraduate's comprehensive quality in this educational system.

3.2 Adhere to the principle of "respecting students"

Education is the awe and respect for the students' life, and "respect for the students is the essence and basic principle of the education of the students", [3], therefore, in the process of constructing the postgraduate's humanistic curriculum, teachers as education organizations and implementers, should adhere to the principles of respect and trust postgraduates. "Respect and trust is an important guarantee for teacher-student communication in teaching. The interaction between teaching and communication requires the existence of interaction, and the key to the realization of interaction is respect and trust. Respect and trust between teachers and students are the prerequisites for teaching
communication and the most important feature of the relationship between them. [4] Graduate course system is not a short-term reflection, but a long-term development of graduate students' academic ability, moral character and personal value judgment. The implementation of this principle requires a two-way interaction of trust and respect between graduate students and their teachers.

3.3 Adhere to the principle of "relying on students"

Education is not a tool for students to carry out teaching activities, or the "puppet" of performing teaching activities. The western scholar, Pagan Baum, once said when he rethought his own teaching: I took the teaching materials to the class, actually take the student as a tool. I grasp the situation, step out the central content of the material I think the students should learn. Thus, education and teaching activities are an interactive process of student activity, teaching content and knowledge ability, the process what we called "Teaching benefits teachers as well as students." For postgraduate education and teaching courses, graduate students must learn everything by understanding and assimilate knowledge and ultimately internalize their own qualities and abilities, this process of understanding digestion and internalization can not be accomplished by the teacher's unilateral exertion, but to rely on the study of graduate students themselves in the course of education and teaching. In short, it is to rely on the students' learning to complete the teacher's teaching eventually to the students.

4. The construction of teaching methods

4.1 Heuristic teaching method

Confucius’ saying "the tutor should not to enlighten the student until he has turn the problem over in his mind and arrive a level of obtaining some thoughts but can not speak out the standard answer" and Socrates thought of "spiritual midwifery" tells us that we should treat students honestly with the attitude of "ignorant" in graduate education; pay attention to the "people-people" dialogue in the education and teaching, teachers should play the role of "midwifery" role in the process of dialogue. The heuristic teaching method can effectively mobilize the learning enthusiasm of postgraduates, keep their learning enthusiasm, and achieve the teaching effect of "impermeable, inclusive and meaningful" through education and teaching.

4.2 Inquiry teaching method

"Man is the main body of social history, and is the main body of self-study and self development." [5] autonomous learning is the core activity of the graduate students’ human based education. The graduate student based education system encourages graduate students to learn and learn knowledge spontaneously and autonomously. In the graduate students’ human based curriculum system, educational and teaching organizations and implementers should create a good atmosphere for independent learning and create an independent learning and self inquiry educational environment for postgraduates, let the graduate students give full play to their knowledge ability of independent discovery, autonomous learning and independent research.

4.3 Case teaching method

The fundamental purpose of postgraduate education is not only to achieve the overall improvement and all-round development of their personal qualities, but also to promote the improvement and development of the quality of the whole nation through this educational mechanism. Graduate students’ human based curriculum is to focus on the quality education of postgraduates’ academic knowledge and academic ability. The key is to cultivate postgraduates through education and form the ability to promote economic and social development in the future. Choosing the teaching method of case teaching in the education and teaching of the graduate students’ human based curriculum, can further cultivate and improve graduate students' comprehensive quality. Case based teaching is an interactive and open teaching mode. Students can enlighten thinking and acquire knowledge in the
course of humanistic education, enhance the ability of solving problems through case analysis, achieve the comprehensive ability training of graduate students and improve their overall quality.

4.4 Cooperative teaching method

Our educational system causes postgraduates to be in the learning mode of exam oriented education before the undergraduate education stage, which results in their strong sense of competition, lack of cooperation spirit and lack of cooperation ability. Therefore, the graduate curriculum should be based on summarizing experiences and lessons, choose the teaching method of cooperative graduate education, and make a clear position of it. "The aim is to solve the problem that the individual can't solve, through group discussion, mutual inspiration, to achieve complementary advantages and common problems, and the problem that the individual can solve through independent learning does not need to be discussed in the group." The cooperative teaching method [6] is not only the way of graduate student learning, but also the ultimate goal of the construction of the graduate students’ human based curriculum.

4.5 Experiential teaching methods

The process of education and teaching of the graduate students’ human based curriculum is a process of knowledge cognition, and is also a process of experience and perception. Postgraduates not only need to cognate relevant knowledge, but also need to experience and practice the use and function of knowledge. “Experience is one of the essences of the process of education. The educational process is not only a process of understanding the objective world, but also a process of students' continuous experience in educational situations, and a process of students' experience of life growth,” [7] especially the extended experience education and teaching of postgraduate's humanistic course, has subjective and objective materialistic characteristics for postgraduates’ academic knowledge learning and application. It can enable postgraduates to acquire cognition and ability.

5. Summary

Graduate education is to build learning on the basis of every student's inherent and start from reality, and guide each student to learn knowledge build confidence and stimulate interest step by step, and into a virtuous cycle of learning process, is also a cycle of learn it then interested in it then like it then finally return to learn it. The graduate students’ human based education is to pay attention to every student, let them really learn something from the classroom and truly realize the benefits of class fairness and education. The construction of the graduate students’ human based curriculum is a long-term process, and is also a gradual construction process of ideas, principles and methods.

References