Research on Personalized Education in Chinese Universities

Yang-qing ZHU

Electronic and Information Engineering School, Foshan University, China
zhuyangqing_830516@163.com

Keywords: Personalized Education, Education Reform, Innovation.

Abstract. Due to large-scale enrollment and the traditional professional talent training mode in Chinese universities, the trained students' knowledge and discipline were narrow field of vision, comprehensive quality is not strong, lack of development potential, lack of innovation consciousness and ability, the traditional rigid and uniform training pattern already cannot adapt to the requirements of economic and social development. The cultivation of individual talents is the basis of cultivating innovative talents. Researched on the connotation of individualized talent cultivation, the significance of individual talents cultivation and the problems of individual talents training in Chinese universities. Put forward some countermeasures of individualized talents cultivation, for example, leading culture innovation, reform of higher education management system, innovative talent training concept, improving the professional setting mode, optimize the curriculum, perfect teaching system, reform teaching organization form, teaching implementation, teaching evaluation and so on. Provided a reference path for individual talents training in Chinese universities.

Introduction

In the year of 1999, Chinese universities began to expand their scale. The universities of enrollment scale and gross enrollment rate have been greatly improved, in an extent, adapted to the needs of economic and social development and meet the broad masses to accept the higher education of desire. But with the development of knowledge economy, it requires that the universities can cultivate distinct personality, broad basic knowledge, broaden their horizons, autonomous learning ability and social adaptation ability of diverse and compound talents, requires universities pay more attention to the cultivation of students' innovative spirit and practical ability. But at present, many Chinese universities still follow the traditional professional training mode, the trained students' knowledge and discipline were narrow field of vision, comprehensive quality is not strong, lack of development potential, lack of innovation consciousness and ability, the traditional rigid and uniform training pattern already cannot adapt to the requirements of economic and social development. Individualized talent cultivation is the basis of innovative talents training, strengthening the cultivation of individual talents can promote the comprehensive reform of university [1]. The study of the cultivation connotation of individualized talents, the significance of personalized training, individualized talent cultivation problems, the cultivation countermeasures of individualized talents can promote Chinese universities personalized training and provide the basis for the training of more innovative talents.

The Cultivation Connotation of Individualized Talents

Cultivation of individualized talents is that in order to achieve a particular talent training target, the cultivate subject designed a process of improving student's uniqueness, subjectivity, creative and harmonious in certain education idea instruction and education system securing. It included the following contents. Firstly, promoting students' personality development is an important feature of individual talents training. The personality development of every student is to fully understand his own basic personality, to further clarify his own development direction, form his own personality specialty. Secondly, personalized talent training is to strengthen the uniqueness of students.
Everyone has a unique life, the uniqueness of life shows everyone has potential advantages, education is to find that every student's strongest side, through objective, nature and characteristics education, efforts to mine each student's potential advantages, maximize and optimize his potential advantages. Thirdly, cultivation of individualized talents is paying attention to improve students' subjectivity. Subjectivity is a kind of individual self-realization ability through self-education and self-construction, is the internal dynamic mechanism of the formation and development of personality. Therefore, to cultivate a good personality, must pay attention to enhance the students' subjectivity. Fourthly, individualized talent training emphasizes the improvement of students' creativity. The cultivation of individualized talents respects for individual differences of students, guides students to discover their potential advantages, so as to clarify their innovation direction, enhances their innovation capability. Fifthly, Personalized talent training to promote the harmony of personality. Personality includes intelligence, emotion and the related elements, for examples, interests, needs, motivation, attitude, volition, character and so on. But the elements are not isolated, but the mutual penetration, mutual restraint and interaction. Personalized talent training pays attention to mobilize and play the overall role of all psychological activities, and promote the harmonious development of intelligence, emotion, meaning and nature [2].

The Important Meanings of Individualized Talents Cultivation

Individualized Talent Cultivation Is an Important Way to Cultivate Innovative Talents

The reform and exploration of individualized talents training in universities can lead to the improvement of the whole quality of higher education in China, which lays a foundation for the cultivation of innovative talents.

Individualized Talent Cultivation is the Key Link to Improve the Quality of Higher Education

Talent training is not only the basic function of universities, but also the fundamental driving force for the development of universities. The key and core link of the development of any university is to improve the quality of personnel training.

Individualized Talent Cultivation Is the Key Measure to Develop Students' Individuality

The prerequisite for the construction of individual talent training mode is to respect students' individual differences, to choose the training mode according to the differences of students' personality, to establish a reasonable teaching and curriculum system. The reform of our country's traditional professional training mode and formation of personalized talent training system are the key measures to develop students' personality [3].

Problems Existing in the Cultivation of Individualized Talents in Chinese Universities

The Weakening of the Idea of Talent Cultivation

Idea of talents training is the wind vane and baton of talents cultivation, whether it is to reveal the inner logic and ultimate value of talent training, or specific guidance personnel training process, the idea of cultivating talents plays an important guiding function. But universities, teachers, management personnel and students unclear talent cultivation idea, leading to teachers and administrators difficult to update their own talent, teaching, student and quality view, so it is difficult to consciously practice the new idea of talents cultivation in their teaching and management behavior. Because students ignore the talent cultivation idea, so as to lead to the cultivation idea is difficult to play a positive guide and motivate roles for students, so that they are difficult to obtain sufficient power and clear objectives of themselves development [4].

Professional Setting Needs to Be Improved

Ministry of Education of the People's Republic of China developed a unified professional directory of universities, the universities must use them to set up professional. The modern science
development trend shows emerging disciplines and interdisciplinary has become the breakthrough point of discipline development and innovation, will occupy the commanding heights of personnel training. But at present our country has not set up professional directory of emerging disciplines and interdisciplinary specialized categories, it is difficult to adapt to the characteristics and requirements of the subject development, the progress of science technology and personnel training.

**Curriculum Construction Needs to Be Improved**

There are problems in the curriculum structure, for examples, low proportion of general courses, the high proportion of compulsory courses, the weakness of elective courses, less number of practice experimental course and scarce of cross subject curriculum. In the course content, the content of general courses and professional courses need to be upgraded. Some general course is introductory course of related subjects, some is the professional course, mainly to single subject course and theoretical course, interdisciplinary courses and practical courses rarely. In the contents of professional courses, there are some problems, for examples, course content old, narrow and not depth.

**Teaching System Needs to Be Perfect**

**The Credit System Is Not Perfect.** Credit system is a teaching management system with credit as a measurement unit for evaluating students' learning results, involving credit management, grade point system, elective system, curriculum system etc. At present, our country university credit system exists as a supplement to the scholastic year system, students elective course freedom small, grade point distribution is not reasonable, which leads to the credit system implementation difficult.

**Ineffective Implementation of Tutor System.** Through one to one, face-to-face heuristic, inquiry and participatory teaching, tutorial system can comprehensively improve students' knowledge, thinking, emotion, spirit etc. There are still a lot of problems in the tutorial system of Chinese universities, such as the tutorial system is not perfect, there are no clear rules, the lack of incentive system and evaluation system.

**Scientific Research System for Students Is Not Perfect.** Scientific research is an important link for enhancing undergraduates' creative ability. Although Chinese universities emphasize the importance of undergraduate research, but the construction of scientific research system is lagging behind, in an extent, the undergraduate research is still stuck in the encouragement and promotion, scientific research system is not perfect.

**Undergraduates’ Visiting Scholar System Becomes a Mere Formality.** In the internationalization trend of higher education, undergraduates’ visiting scholar system can not only broaden students' academic vision, and can provide a wide range of high-quality educational resources and the diversification development opportunities for students, provide sufficient conditions and space for the development of students' personality. But the undergraduates' visiting scholar system becomes a mere formality in Chinese universities, such as the academic significance of visiting scholar project is not big, visiting scholar project less, visiting scholar time is short and poor funding, etc..

**Poor Practice Teaching System.** Practice is an important link of practice teaching of the undergraduates, it has an important role for providing student's practical ability and problem solving ability. However, there are still some problems in the practice of Chinese universities, such as concentration practice, the shortage of practice resources, and the less opportunity to participate in practice, and so on [5].

**Teaching Organization Needs to Be Reformed**

At present, the university class system is the basic form of teaching organization. Chinese university teaching organization form is mainly large class, small class teaching is still low. At the same time, the numbers of small class seminar courses are shortage.

**Democratic Management Needs to Be Strengthened**

The low level of democratic management is currently most prominent problems in the
management of colleges and universities. Many colleges and universities make decisions with administrative arbitrary power, resulting in long-term weakness of academic power, the power of teachers and students to participate in the democratic management is weakened, independent teaching right difficult to guarantee, severely depress the teaching reform enthusiasm of teachers, hindered the university’s academic development and talent come to the fore, difficult to adapt to the requirements of personalized cultivation.

Teaching Evaluation Need to Be Reformed

Teaching evaluation is not only a means to test students' learning effect, but also plays an important role in adapting to students' different development and improving students' creativity. At present, there are some problems that need to be reformed in the teaching evaluation mode of Chinese universities [6].

Evaluation Objective Deviation. Feedback, correction and adjustment are the basic objectives of teaching evaluation. However, the current teaching evaluation of Chinese university pay attention to identify, evaluate and eliminate, ignore feedback, correction and regulatory.

Imbalance of Evaluation Scope. On the scope of teaching evaluation, there are problems of paying attention to the result evaluation and neglect process evaluation. For most courses, the proportion of final exam is 70%, the proportion of usual score is significantly lower.

Evaluation Basis Deviation. Examination score is still the main basis for evaluation of students, creative thinking, creative ability, practical ability and other important indicators of personality development is not due attention.

Single Evaluation Method. Closed-book theory exam is still the most important method, other evaluation methods are used less.

Countermeasures of Teaching Reform of Individualized Talents Cultivation

Play the Cultural Function of Higher Education, Actively Lead the Cultural Innovation

The core of Chinese traditional culture is to teach people to behave, to cultivate students' will, shaping their noble personality is very favorable. The cultural choice of higher education is to choose the idea, content and method of the students' personality development from the essence of traditional culture, and transfer them to college students. At the same time, should vigorously strengthen the cultural innovation function, absorb the essence of other countries cultures, to form an innovative culture of personalized talent cultivation [7].

Reform the Management System of Higher Education

To change the government's functions to higher education management, focusing on macro management, to relax the government's governance to the university, and ensure high school autonomy.

The Concept of Innovating Talent Cultivation

Personnel training concept play an important guidance and control functions to talent training mode construction, only by establishing scientific concept of talent training, in order to form a reasonable and detailed training objectives, design and guide the professional setting mode, course setting, and teaching system etc., to form perfect talent training mode.

Improve the Professional Setting Mode, Adapt to the Unique Personality of College Students

Improvement of professional setting mode in Chinese universities, should be based on the existing professional mode, absorb foreign first-class university professional setting mode advantages, form professional setting mode that suitable for the national conditions in Chinese universities. Specifically, can reform in adjusting the time of professional selection, expanding the professional setting caliber and optimizing design of the system. Adjusting the time of professional selection, that is, let the students have sufficient time to discover their own interests and potentials, and being able to independently choose professional. Expanding the professional setting caliber,
that is, to consider the subject development and social needs, reduce the number of professional, improve the professional adaptability. Optimizing design of the system, that is, to break the rigid uniform system, enhance the flexibility of the system design, let students have a chance to try and change in the professional choice.

**Optimization of Curriculum Setting**

**Adjusting Course Structure.** Firstly, to improve the proportion of general courses in the curriculum structure. In the existing general courses of Chinese universities, the proportion of politics, moral lessons, English lessons and physical education are very high, should improve the proportion of other general courses, such as natural science and social science, especially the proportion of humanities courses. Secondly, to reduce the proportion of compulsory courses to improve the proportion of selective courses. Should open a lot of selective courses and to give students full freedom of learning, to cultivate students' autonomy, active and initiative in the planning their own learning process and the self-development, and find their interests and talents in liberal studies, realize their personalized development.

**Optimize Course Content.** Firstly, to hire experts to carry out general curriculum planning and design, construction of the overall curriculum plan, so that general courses and professional courses in the four years of learning to form a complementary. Secondly, to further improve the depth and forefront of professional courses, focus on the enlightenment of discipline research thinking and research methods. At the same time, to strengthen the development and construction of interdisciplinary courses [8].

**Building Consummated Teaching Management System**

**Improving Credit System.** Firstly, should vigorously improve the selective course system, improve the proportion of selective credits accounted for total credits, open a wide variety of selective courses, breaking the division and restriction of selective courses, and provide students for full freedom of selective course. Secondly, to improve the personnel distribution system, student registration system, logistics management and interscholastic credit transfer system.

**Improving Tutorial System.** Firstly, to establish the mechanism of tutor committee, design and standard management for the tutorial system in the university level. To establish the departments tutor working group, the university tutor committee is consist of department tutor working group leader. The university tutor committee is responsible for the top design, supervision, experience exchange and other work. Department tutor working group responsible for the tutors selection, coordination, feedback, establishment of student complaints and feedback channels, assessment of the tutor effectiveness, etc. Secondly, to establish the system of tutor guidance, clear guidance time and content, etc. Thirdly, to establish teacher evaluation system, pay attention to students' feedback opinions, link the teacher appraisal and distribution of salaries and bonuses.

**Improving Scientific Research System.** Firstly, to absorb the students to participate in the research topic, increase the content of research teaching, students are required to submit research papers or reports, etc. Secondly, set up special research courses, focusing on research thinking and methods, combined with a large number of scientific research practice, training students' creative personality. Thirdly, to provide students with adequate scientific research projects and financial support, increase the intensity of the guidance of students' scientific research projects. Fourthly, in the learning evaluation, set up the appropriate content and standards of scientific research, guide the students to pay attention to the development of their creative personality.

**Improving Visiting Scholar System.** Firstly, to expand the degree of internationalization of the university, looking for more foreign and domestic cooperation in Colleges and universities, to provide students with more academic programs and visiting opportunity. Secondly, to improve academic value of the research project, so that the students can enter the institute, laboratory or in a high level of academic conferences, and closely contact the world first-class university professors, researchers and students, enhance their academic achievements. Thirdly, to increase funding support for the visit scholar projects.

**Improving Practice System.** In the forms of practice, to combine with centralized and
decentralized practice, to play the advantages each other, while explore a more diverse forms of practice. For example, to those practice hands-on ability professions, can explore the practice is dispersed into the usual teaching and some courses can be combined with theory teaching with practice teaching, some experimental course can also join the practice. In practice contents, let students go deep into the production line, ensure that every student has enough operation opportunities, and to strengthen the students’ practice guidance [9].

**Reform Teaching Organization Form**

Expand the proportion of small class teaching, improve the quality of small class teaching, and actively explore the heuristic, participatory and inquiry teaching, highlighting the students’ dominant position. Through guiding students' activities to improve students' subjectivity and cultivate students' creativity.

**Reform Teaching Process**

Reform classroom teaching process, take network teaching, MOOC teaching, flip the classroom teaching mode, active play to the students' learning initiative, and guide students to participate in classroom teaching, improve students' abilities of analyzing and solving problems, to enable students to maximize the progress on the basis of their own knowledge.

**Reform Learning Evaluation Mode**

In the purpose of evaluation, feedback, correction and control of teaching quality can be taken as the main purpose. In the evaluation scope, in addition to the implementation of the results evaluation, to pay more attention to the process evaluation. On the basis of evaluation, to reduce excessive reliance on test scores, study emphasis on creative thinking and practical ability. On the evaluation method, to explore flexible diversification of evaluation methods, using the classroom discussion, independent research, writing research summary and thesis, experimental design and interview assessment to evaluate students' scientific quality, cultural quality and psychological quality.

**Summary**

On the basis of analyzing the personalized education connotation, studied the meaning of personalized talents' cultivation, from the point view of system science, comprehensively studied the problems and countermeasures in the personalized talents' cultivation in Chinese universities. To provide the reference path for the cultivation of individual talents and innovative talents in China.

**Acknowledgement**

This study was supported by 2014 annual innovative research project in Department of Education of Guangdong Province (No.2014GXJK109), 2014 annual liberal arts university computer teaching reform project in University Liberal Arts Computer Basic Teaching Guiding Committee of Ministry of Education of the People's Republic of China (No. 2014-B007).

**References**


