

The Enlightenment of Swedish Higher Education Characteristics to Our Higher Education

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Abstract: In northern Europe, Sweden has the most advanced technology. Higher education, vocational education, vocational education, vocational education, vocational introduction and vocational training system have formed a special education system. Especially after the long development and reform, higher education has its own characteristics. This paper discusses the characteristics of Swedish universities and its application and enlightenment in Chinese universities.

1. Higher education situation in Sweden

Located in Scandinavia, Sweden is a country of the European Union, with 35 universities and 20 national universities. Swedish institutions of higher learning are divided into five types, namely universities, other colleges, art colleges and other universities. Higher education in Sweden presents a diversified education system, because local universities have a great sense of autonomy and can adjust their curriculum and learning plans according to the professional development plan. In view of the complex situation of Chinese universities, the government agencies will conduct regular review and supervise them to ensure the level of school education.

The largest educational administrative units in Sweden are the Education Department and the Science Division. In these institutions, responsible for the administrative control of colleges and universities is the national higher education institutions (Swedish Ministry of Higher Education), its primary task is to use evaluation, certification, audit and other means to conduct administrative supervision of colleges and universities, to ensure that the universities strictly abide by the relevant government regulations, to meet the academic needs of students [1]. The evaluation of higher education quality in Sweden, also known as "quality audit", has been a long and lengthy evaluation of teaching quality since Sweden became the European Union in 1995. In the integration of higher education in Europe, Sweden began the European "Bologna Process" in 1999. In the context of the European education system, the Swedish higher education evaluation system, based on the European Quality assurance Standards and Standards of Higher Education (ESG), through the improvement and improvement of its own evaluation system, has made major changes to its higher education quality evaluation system in 2007 and 2011 [1].

2. The development of higher education in Sweden

In May 1975, Sweden issued a reform of higher education. The goal of higher education is to

make higher education oriented to all people, promote individual development, promote social transformation, and expand the prosperity, democracy and internationalization. Therefore, not only should change the conditions of enrollment, but also according to the new teaching content, teaching organization and regional allocation.

In Sweden on July 1, 1977, the basic contents of undergraduate teaching are:

The universality of higher education: in order to meet different needs and improve the recruitment standards, besides high school, various professionals, academic performance, practical experience and academic level; constantly innovate the connotation of college teaching and implement diversified teaching mode.

The organic unity of college teaching and scientific research: colleges and universities should organically link the basic teaching content with the research of modern science and technology, and strengthen the cultivation of college students' independent thinking [2].

The democracy of college education: education departments should attract the participation of people from all walks of life, and teachers and students of colleges and universities, and participate in the formulation of plans, education and research.

The dispersion of higher education: placing higher education in the local development work is closely linked with the relevant education and research atmosphere. Improve the regional university planning and incorporate it into the overall social planning. Give the management of higher education to places or regions, and give it greater rights and freedom.

2.1 Qualifications for higher education

Sweden's higher education is carried out in the combination of college entrance examination. As long as you pass this pass, you can enter the university. High school students who changed to three-year period in 1968 determined the standard score of the school's academic performance. The 1969 law, for adults over 25 years old, could, without any educational background, enter the school for the necessary professional courses. In 1972, a new resolution was made, after completing two years of middle school and entering various universities.

The new entry criteria divide undergraduate students into ordinary and special categories. The conditions of ordinary education are: at least completed the two-year middle school system (including rural middle school graduation), with basic studies, Swedish language level below the second year, English level below the second year. Candidates who apply to Swedish schools known as "freedom departments" (e. g., law, philosophy) are exempted from the exam. The special conditions are: for specific majors, such as medical department, dental department, pharmacy department, engineering department, etc., as long as the middle school, you need to go to middle school physics, chemistry, mathematics, biology and other advanced subjects.

Those over the age of 25 who have worked for more than five years must have the basic qualifications for higher education and do not specifically specify Swedish, but still need to reach the second grade level of English so that they are able to complete their studies in school. Among them, ensure that a certain number of registrations is based on work experience, if possible, can also be a learning skills test.

2.2 Mission and type of colleges and universities

A major job in Sweden is to develop the knowledge and technology for future work in a field in order to lay a solid foundation for graduates to find jobs.

Swedish universities achieve this at undergraduate courses (that is, basic higher education) and master's programs.

College student education. It is usually three to four years, and some disciplines such as

medicine and law, require more study. Undergraduate professional courses include the following five categories:

- (1) Engineering
- (2) Social-economic and administrative affairs
- (3) Health care and health care
- (4) Teacher professionalism
- (5) Cultural circles and information resources

Other college students are taught in majors (individual programs) based on the needs of vocational training and continuing education. The Master's degree is divided into two majors, one is a master's student, one is a doctor, one is a master, the other is a doctor. The master's degree includes: Humanities, Humanities, religion, law, Sociology, Medicine, medicine, dentistry, Pharmacy, Mathematics, Science, Engineering, Agriculture and Forestry, and veterinary medicine.

3. Characteristics of Swedish higher education

Swedish higher education has laid a solid foundation for students' long-term career, mainly in new ways of education, new knowledge systems and a lot of exchanges and cooperation with many companies and universities around the world. "Student-oriented" and "cultivating students' collective cooperation and social adaptability" are the goals of the school.

3.1 Atmosphere of sustainable development ideas

Sustainable development in Sweden is one of its main teaching contents, and it has always been adhering to the principle of lifelong learning. The Swedish Chinese Ministry of Education makes a comprehensive summary and revision every year, and puts forward the stage indicators of sustainable development education. In the teaching of textbooks, the previous focus was on the theory of formulas, laws and theorems, without spending too much energy to calculate and explain, but to accept those things that have been proved. The content, method and method of learning should be in line with the idea of sustainable development, and should be deeply learned from teachers and students.

3.2 A student-centered environment

Universities in Sweden receive higher education in diverse and diverse forms. Teachers have cultivated students' independent thinking through various ways such as discussion and experience, and achieved remarkable results. Experiential teaching is also an important way of the sustainable development of Sweden, such as Lv le has science museum, provide different variety of experimental equipment and small subject, let students and social people can experience, feel the connection between theory and reality, so as to cultivate their love of science, love the enthusiasm of learning. Such campus classrooms, laboratories and other places are a very critical link in Swedish education. In the whole educational activity, the teacher is only the guiding teacher, not the teacher. This method can enhance students' team spirit, adaptation and communication skills. This seemingly simple teaching system, but it contains rich teaching ideas and psychological knowledge, especially in the education practice, has attracted much attention.

3.3 Finish in class, do homework and finish after class

Sweden puts special emphasis on the development of students' comprehensive quality, and during this period, the school has organized various forms of unique extracurricular activities. For

example, in terms of biology, the school will let the children buy some food rich in protein, vitamin c, fat and other nutrients in the supermarket, so that it can solve the problem, avoid rote memorization, photographic memory, but also greatly enhance students' enthusiasm for learning.

3.4 Collaborative teaching environment

Collaborative learning occurs in a team-based manner. Group teaching is very different from local teaching. All the scores are calculated according to the team, not in one person. Through research, investigation, discussion and other links, the group members select a student to conduct research and research for several weeks. Their communication ability, learning ability, speech ability and problem-solving ability are all honed in a subtle way. Group teaching is also a great time to make friends and improve speaking and speaking skills.

3.5 Workplace practice

Among the fourth grade, they attend at least two weeks of training in the work environment, or social activities. The training course focuses on practice and increases students' vocational experience, and its function is to improve students' vocational skills.

3.6 The Atmosphere of the faculty staff

In the classroom, the teacher is humorous, rich expression, passion, so that the students' enthusiasm for learning. The teacher's teaching style is not in a unified standard, but it can often be unanimously recognized by the students. The teacher uses visual body language, vivid teaching AIDS, and even real objects, which makes the students have a strong feeling and makes the classroom atmosphere more lively.

3.7 Test atmosphere

College tests in Sweden are rigorous and easy. Strictly speaking, there is no invigilator, but absolutely no cheating, there are strict cheating rules, four hours of the test, it is easy to complete! Although these problems are not many, but for Chinese students, one hour can do well. Candidates who can bring food and drink and answer questions while eating is a major feature of the Swedish exam. Because their assessment is not for the purpose of grades and ranking (never ranking), but to let them better understand what they have learned.

4. Thoughts on the reform of colleges and universities in China

4.1 The status of higher education in China

Some colleges and universities do not have a clear understanding of education enough, resulting in the teaching of colleges and universities to keep up with the needs of the development of The Times. In essence, our universities should focus on the improvement of comprehensive quality, pay attention to the quality of talent training, improve the level of scientific research, and enhance the level of social services, especially to highlight the organization and characteristics of colleges and universities. In particular, a new mode of cooperation should be formed among universities, scientific research institutions and industrial enterprises to promote the innovation of graduate education system in China, which is a good reference. At the same time, we should vigorously develop highly skilled, application-oriented and compound talents.

4.2 Thoughts on Higher Education in China

In-depth investigation and analysis of Swedish universities is helpful to understand the fundamental law of its development.

4.2.1 Strengthen the internship and internship ability in colleges and universities

It is an important trend of higher education to revisit and even pay more attention to educational practice. At present, China's teacher education is still not able to deal with the problem of disconnection from the reality, and in the specific implementation methods, can be from the Swedish "classroom, society, work experience, research, practice, summary" and other aspects of exploration.

4.2.2 Changes in curriculum and teaching content

On the basis of highlighting the application and practice, reorganize the course, and constantly improve the teaching content. The reform of teaching content should pay attention to the reform of teaching methods and means. The curriculum should pay attention to the application of basic knowledge and the training of practical operation skills, and pay attention to the pertinence and effectiveness of the discipline [1]. In particular, we should pay attention to the trend of the development of socialist market economy and the development of subject technology, and strive to reflect the outstanding characteristics of The Times in the teaching syllabus. In teaching practice, the experiment of demonstration and verification should be reduced as far as possible, and the teaching content of practice should be separated, so as to cultivate the basic knowledge and basic technology that students have in specific positions. Therefore, the curriculum with strong practicality and operability should become the main body of the whole subject, so that the curriculum system can change from the simple classroom teaching to the teaching mode based on experiment and operation, and realize it in the form of combining practice and practice [3].

4.2.3 Course setting

Its types include: experimental research, market research and development, and workers' practical experience. And, crucially, this "useful" knowledge can be called workflow knowledge. In the teaching activities of colleges and universities, the "work process" should be based on the cognition of "efficiency". However, this does not mean that all teaching is based on the workflow. Emphasis should be placed on considering the understanding of workflow as a conceptual means, and on guiding the workflow in the curriculum of colleges and universities.

4.2.4 Engineering technology connection

"Combination of work and study" refers to the organic connection between "engineering" teaching and "production practice", and the theory and practical application learned, so as to improve their practical operation skills and practical operation skills, as well as their contingency and coordination in dealing with various emergencies. In practice, attention should be paid to the cultivation of students' applied theories and practical skills to improve students' comprehensive quality. Thus, the practical operation and the theory can be integrated, so as to improve the understanding and application of professional skills. In the teaching process of this major, the basic theory and the experimental teaching should be organically linked together, in order to better grasp the essence of this major. This paper holds that the after-campus internship is a good platform for universities and the business community for the improvement of the professional technology and professional quality of college students. Through practice in practice, trainees are allowed to receive

training in practice, thus gaining the expertise and expertise needed for future work. According to the actual work of students, modify the practice content appropriately; through the analysis of the teaching situation, find the problems and give corresponding countermeasures and suggestions. The combination of school, enterprise, industry and learning can effectively overcome the dilemma that colleges and universities are only on the surface level and lack of practicality and integration.

5. Conclusion

In recent years, with the deepening of China's reform and opening up and the continuous development of the globalization trend, the reform of China's higher education is also constantly advancing. Many colleges and universities have reformed the traditional talent training mode, and carried out effective exploration in the personalized training of students, interdisciplinary talents training, practical teaching reform, and innovative talent training system and other aspects, and achieved good results. But the unavoidable problem is that the structural problems of higher education in our country increasingly prominent: some universities free in the needs of economic and social development, and industrial development, decoupling, talent training type, level characteristic is not clear, school closed tendency, lack of industry demand and regional development needs of applied talents training mechanism. Therefore, China needs to build and perfect the development of colleges and universities. The application level of students in Chinese and Western universities is different, which makes us put forward higher requirements for improving the teaching quality of universities in China. We should draw lessons from foreign experience and combine absorption with creation and efficiency with development in light of our own actual conditions. In the increasingly fierce job-hunting environment, to cultivate talents who can better meet the needs of the society. At the same time, colleges and universities are constantly improving their own institutional innovation and transformation, adjusting the orientation of talent training, and promoting curriculum reform, so as to meet the needs of high-level applied talents and the development of China's economy and society. The talent training mode of colleges and universities should also be constantly innovated and developed, so as to meet the needs of the development of The Times, and constantly innovate and improve in the reform and development, so that the talent training mode can reach a new height. Based on the above analysis, colleges and universities must carry out fundamental changes in educational ideas, educational methods and talent training mode, so as to cultivate and improve students' innovative spirit, entrepreneurial ability and adaptability.

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