

Analysis and Enlightenment of Postgraduate Training Mode in Japan

Yan Xue

Xi'an International Studies University, Xi'an, Shaanxi, China

Keywords: Japanese graduate students; training mode; enlightenment

Abstract: Japan has always attached great importance to the development of higher education, especially the graduate education. This study mainly analyzes the content and experience of admission examination, curriculum setting, training form and evaluation system in Japan. According to the reality of graduate education in China, we should reform the enrollment methods, adjust the examination subjects and methods, improve the training form, improve the graduate education management evaluation system; and maintain the Chinese characteristics of Japanese experience.

1. Introduction

Since the 1990s, Japan has been faced with problems such as fewer children and declining international competitiveness. In order to cope with international competition and meet the needs of Japanese society, Japan is in urgent need of cultivating a new generation of high-level talents. As the highest level of higher education, graduate education undertakes the responsibility of cultivating high-level talents, and improving the quality of graduate education has become a key step. Therefore, the reform of Japanese universities put forward the goal of higher education of "expanding and strengthening graduate education to adapt to the new round of international competition in knowledge economy", which made the graduate education in Japan get unprecedented rapid development [1]. In recent years, the scale of graduate education in China is expanding day by day, gradually getting wide attention from all walks of life, but there are still many problems. By analyzing the Japanese graduate training mode and summarizing their experience, it will be of great benefit to the graduate education reform in China.

2. The Japanese graduate student training model

In 1886, Japan issued the Order of Imperial University, marking the beginning of graduate education in Japan, and stipulating the establishment of graduate schools in Imperial University with universities. In 1919, with the new provisions of the University Reform Law, private universities in Japan also began to set up graduate schools. On the basis of introducing the lecture system from Germany and the graduate school system from the United States, Japan has formed a graduate training mode with national characteristics [2]. In the 1990s, Japan proposed the proposal of "graduate school system flexibility": adopt flexible policies in the admission examination, training form, curriculum and the setting type of research department (or graduate school), so as to expand the scale of graduate

education,

2.1 Enrollment examination

In order to select excellent students, Japan adopts a combination of written examination and interview to investigate the comprehensive quality and research potential of graduate students, so as to ensure the quality of graduate students. The Japanese graduate enrollment system emphasizes autonomy. Each enrollment unit organizes by itself, sets the questions independently, and sets the examination time independently. In this way, students can take the entrance exams of multiple graduate schools with their own circumstances. This flexible system is not only conducive to students to choose and enter the graduate school that is most suitable for their interests and abilities, but also conducive for universities to set examination subjects, examination methods and examination contents according to the different directions and advantages of their academic development, so as to select students who more meet the requirements of the enrollment units.

The basic conditions for Japanese universities to recruit master's students are similar to our country, the first is to obtain a bachelor's degree. In addition to submitting the necessary proof of education, candidates are also required to submit the research plan. The research plan must specify the research content, research purpose and significance, etc [3]. This is the first step for students to enter the scientific research road.

The entrance examination is generally divided into written test and interview, and the written test is divided into foreign language examination and professional subject examination. The written foreign language test examines the examinee's language use ability. The topic is generally reading comprehension of foreign literature, focusing on the students' foreign language reading ability and translation ability. The professional subject examination focuses on the professional basic knowledge and basic theory of the examinee [1]. The interview is a further assessment of the students by the tutor to test their research interest and research ability. During the interview process, the tutor can ask various questions about the research plan submitted by the candidates, and ask the candidates to answer them on the spot, so that the tutor can understand the students' current research level and scientific research potential as soon as possible, and help them select students suitable for their research direction. The comprehensive investigation of students' academic ability from multiple perspectives is helpful for candidates to quickly adapt to the scientific research life in the graduate stage.

2.2 Curriculum

The curriculum of Japanese graduate education is flexible and diverse, gradually from the original traditional simplification to the current diversification, which promotes the cultivation of high-level talents. Elective courses account for the vast majority of postgraduate courses in Japan, giving students ample opportunities to choose the courses they are interested in. In Japan, there are almost no compulsory courses for doctoral students, and the curriculum is very flexible. The university requires over 30 credits, but the number of courses offered is several times higher than 30 credits, covering almost all majors and basic courses of the whole subject, and students can choose their own courses [4]. Every discipline in Japan has opened cutting-edge seminars, focusing on subject penetration and curriculum crossover, allowing students to learn courses across majors, enabling students to be exposed to the most cutting-edge research trends. In addition, Japanese universities have reduced the proportion of teaching courses, increased the seminar courses, and adopted the seminar mode centered on graduate discussion and supplemented by teacher teaching, which further promotes the independent study ability of graduate students and guarantees the quality of graduate education.

2.3 Forms of cultivation

Japan implements a form of cooperation, referring to the cooperation of multiple universities to jointly offer and teach relevant courses. Each cooperative university sets up lectures, joint offices, and shared teaching and experimental equipment according to their own superior disciplines. This form of cooperation can not only effectively reduce the capital, but also give full play to the advantages of each school, and improve the quality of teaching and talent training to a certain extent [5]. In addition, Japan also attaches great importance to the cultivation of graduate students' practical innovation ability. There are usually three ways to practice communication with Japanese graduate students, including organizing the professional society, giving lectures and training in enterprises. In Japan, the graduate student of each major has their own academic organization, and students of all majors can participate in the academic organization of their major. Professional teachers will organize and invite famous teachers from other schools to hold professional lectures, and encourage students to attend more academic conferences. By attending academic conferences, students are exposed to academic issues at the forefront of their professional field and expand their research horizons. Graduate supervisors will also actively cooperate with scientific research institutions or enterprises to provide students with rich practical opportunities. Science graduate students can enter enterprises for practical training, and social science graduate students will be recommended to research institutions for internship [6].

2.4 Evaluation system

In order to ensure the quality of graduate education with international high level and reputation, Japan has established a practical and effective evaluation system, which mainly includes the following two aspects: First, to establish an effective evaluation system of graduate school. The setting of the graduate school should be combined with the objectives of each discipline, establish the evaluation standards, and evaluate and track the teaching quality of the set graduate school. The evaluation content mainly includes three aspects: education, scientific research and educational research environment. Second, while carrying out the internal self-evaluation of the graduate school, a third-party evaluation institutions are introduced, mainly including certification evaluation and national university legal person evaluation. The evaluation subjects of the certification evaluation system mainly include university benchmark association, university reform support and degree-awarding institutions, and Japanese higher education evaluation institutions, etc. The evaluation subjects of national university legal person evaluation include national university legal person evaluation committee and some social academic organizations and other third-party social evaluation institutions. These institutions constitute the external quality evaluation system of Japanese universities, which mainly evaluates the overall educational quality, business operation and financial status of the universities. The whole evaluation process goes through three stages: the university submits self-evaluation reports, the institution carries out evaluation, and makes public to the university and the society that apply for evaluation. This system of internal and external evaluation and layer upon layer audit has created a positive competitive environment for Japanese universities and is a key link to improve the quality of graduate education.

3. Enlightenment to graduate education in China

3.1 Reform the enrollment methods and adjust the examination subjects and methods

Current in our country, the postgraduate exam topic mainly knowledge memory, foreign language and political subjects proportion is larger, and some specialized exam and students in the future

research correlation degree is not high, which hindered the students show their professional creativity and scientific research potential, and not conducive to investigation and evaluation of students' comprehensive ability. Foreign language tests should judge students' level from their ability to use language tools to solve their real problems. It is necessary to strengthen the function of the interview and retest, expand the choice of the school and the tutor, and let the school choose the assessment form according to its own educational philosophy and training objectives, which will help to select the talents that meet the characteristics and needs of the school.

3.2 Improve the training forms and strengthen the teaching of graduate courses

First, increase the number of courses, expand the scope of elective courses, and strengthen exchanges and cooperation among various disciplines within the school. What today's society needs is "all-talent" with all-round development, rather than "talent" with a corner and narrow vision. The core value of graduate training begins to turn to a broader interdisciplinary vision on the basis of a comprehensive grasp of a discipline [7]. Communicate with each other and guiding students in interdisciplinary learning is more helpful for students to study the content of their major with a broad vision. Second, we should inspire and guide students to question, and cultivate students' problem consciousness. Consciously reduce the teacher's teaching time, leaving students the space for self-study and independent thinking. Drawing on the experience of Japan, extensive research teaching to inspire students' creative thinking.

3.3 Improve the management and evaluation system of graduate education

The traditional "strict entry and wide exit" graduate management system greatly affects the quality of graduate training in China, which requires that graduate education must be market-oriented and adopt the training mechanism combining incentive and competition. In the graduate course study, thesis writing and quality evaluation should formulate specific and thorough regulations, and adopt strict elimination system. In addition, graduate quality management is not limited to students, and the academic ability of the supervisor is also the focus of supervision. For those tutors who fail to meet the requirements, their enrollment should be suspended. With the cooperation of many aspects, we are committed to cultivating innovative research talents who meet the needs of social development. In addition to the internal evaluation and assessment of graduate education in the university, we actively introduce third-party evaluation institutions to supervise and assess the quality of graduate education, and check it at all levels to ensure the overall quality.

3.4 Reasonably absorb Japanese experience and maintain local characteristics

The graduate training in Japan has certain reference significance for the graduate education in China, but no model is omnipotent, which is inextricably linked with the local politics, economy, culture and so on. Therefore, we should not be mechanically copied, we should pay attention to the specific analysis of China's national conditions, take advantage of the situation, and choose the training mode adapted to China's graduate education. First of all, we should not ignore the essence of Chinese traditional education, and do not forget to inherit and carry forward the excellent traditional Chinese culture. For example, Confucius proposed heuristic teaching, which still shines today and has a great influence on educational and teaching activities in China and the West. Secondly, the graduate education with Chinese characteristics should be developed. Higher education shoulders the responsibility of cultivating more first-class talents and innovative talents. It must change the backward educational concept, create a good atmosphere for scientific research and innovation, and provide the space and opportunities for talent growth, so that the cause of graduate education in China

will develop better and better.

4. Conclusion

Cultivating high-quality talents who can adapt to social development plays a vital role in improving China's international competitiveness and enhancing the country's comprehensive strength. It is of great significance for the successful experience of learning from Japanese graduate education to promote the reform of graduate training mode in China and to promote the sound and fast scientific development of colleges and universities.

References

- [1] Shen Ying, Zhang Yunhui. *Reform of graduate education in China from the characteristics of graduate education in Japan [J]. Journal of Shenyang Jianzhu University (Social Science Edition), 2008 (01).*
- [2] Cao Haijing, Meng Hongyan. *The transmutation and Enlightenment of the Postgraduate Training Model in America and Japan [J]. Issue Studies in Japan, 2007 (01).*
- [3] Zhang Suyuan. *Comparative study and reference of graduate training models in China and Japan [J]. Study Theory, 2011 (23).*
- [4] Wang Hongmei. *Graduate education and its characteristics in Japan [J]. Journal of Northeast Agricultural University (Social Science Edition), 2006 (03).*
- [5] Cheng Hongbing, Zhou Kun. *A comparative study on the internationalization of graduate training models [J]. Journal of Nanchang Normal University, 2020, 41 (04).*
- [6] Guo Chun, Wen Zhuo. *The enlightenment of Japanese graduate Training process reform to graduate education in China [J]. Intelligence, 2019 (05).*
- [7] Sun Gangcheng, Yang Chenmeizi. *Typical ways of teaching improvement of postgraduate education in developed countries and its Enlightenment: A Case study of USA, Germany, UK and Japan [J]. Heilongjiang Higher Education Research, 2019, 37 (07).*