

Study on the Dilemma and Path of Postgraduate Innovation Education

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Abstract: Postgraduate education, the highest degree of talent development, is closely tied to the strategic requirements of developing highly skilled inventive talents and creating an innovative nation. Postgraduate innovation education is a slow and ineffective process, though, as compared to advances in other spheres of society. Finding the root causes that prevent postgraduate students from receiving an innovation education, examining the traits and regulations of postgraduate innovation education, and taking proactive steps to encourage the rapid growth of postgraduate innovation education are critical issues that postgraduate educators today should give serious consideration to and research.

The term "innovation education" refers to emerging educational activities that are distinct from traditional education, such as reception education and conformity education, and that aim to cultivate innovative qualities. It emerged following the publication of the Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Educational Reform and Comprehensively Promoting Quality Education in 1999. Postgraduate innovation education has played a bigger role in the development of the national innovation system since the 18th Party Congress since it is a crucial part of China's educational innovation and the highest academic level.

1. Problems Facing Postgraduate Innovation Education in China

In the process of China's implementation of the construction of an innovative country, all areas of society have made great efforts on the core element of innovation, such as the independent innovation capacity of research and development organizations and the core competitiveness of enterprises' products, and have made a welcome breakthrough. However, in the field of higher education, especially postgraduate education, which is the base for cultivating innovative talents, the progress of educational innovation has been slow. The reason for this is that there are more constraints under the current education system in China[1-2].

1.1 Traditional socio-cultural views that constrain the growth of the innovation spirit

Chinese culture has a long history and has been passed down to this day, especially the profound influence of Confucian culture on the ideological concepts of the Chinese people. Under the framework of the pursuit of the Doctrine of the Mean, the pursuit of individuality and free

development has always been in a negative position, and the ethical order and high degree of unity have been vigorously promoted and widely accepted. However, behind the positive role of governing with moderation and balanced development, there are also drawbacks of being conservative and lacking innovation, which greatly restrict the cultivation of national innovation awareness and the practice of innovation ability. Especially in higher education, which leads the forefront of cultural and knowledge inheritance and creation, unlike social organizations such as enterprises and research institutions, the innovative spirit of daring to take risks, willing to try, and daring to fail is difficult to sprout. Instead, it is replaced by strict procedures, stable ethical education, and knowledge learning. This current situation has to some extent affected the pace of educational innovation reform in China.

1.2 The traditional management system and concepts cannot adapt to the requirements of postgraduate innovation education

All along, China's education management system has been seeking a balance between "unification" and "decentralization" from the "Soviet model" of unified management at the beginning of the founding of New China to the later "Western model" of decentralized management, which has evolved into a balanced management model that combines centralization and decentralization. The historical evolution of this educational management system has affected the transformation of graduate education in Chinese universities from the "unified" approach of undergraduate education to the "relaxed" approach of graduate tutors, making it difficult to find a balance point in graduate education practice that is conducive to both the comprehensive development of graduate students and the breakthrough of graduate personality. To some extent, it restricts the cultivation process of innovative talents in graduate education.

1.3 The quality of tutor teams is uneven, and the development of innovative tutor teams is slow

The innovation ability of the tutor team is the most direct element affecting the cultivation of innovative talents. Today, when postgraduate innovation education is strongly advocated, it is impossible to realize innovative education in the real sense without a tutor team that has been good at innovation and dares to change. As far as the current status of tutor team is concerned, the rapid advancement of postgraduate innovation education is affected by the inconsistency of selection criteria, the lack of assessment of innovation ability, the imperfection of the elimination mechanism of tutors, as well as the communication between tutors and students is gradually thinning out, and so on[3].

1.4 Emphasizing postgraduate innovation education is just a formal slogan

From the macro level, China's postgraduate innovation education has more formal slogans than substantive construction. Provincial departments take the form of establishing several bases for the postgraduate innovation education in colleges and universities, and their system construction and financial investment are relatively insufficient. From the micro level, each university also lacks of practical measures, long-term construction plan and institutional assessment standards to promote the postgraduate innovation education. All these phenomena show the insufficient understanding of the importance of postgraduate innovation education and the lack of determination to promote it, which makes the construction of postgraduate innovation education insufficiently motivated.

2. Characteristics of postgraduate innovative Education in the New Era

Postgraduate innovation education is an educational concept that runs through the whole process of graduate education and reflects its own unique characteristics in the new era.

2.1 Postgraduate innovation education is characterized by openness

The openness of postgraduate innovation education is firstly manifested in the internationalization. Secondly, the openness of postgraduate innovation education is manifested in the fact that the innovation education should form the subjects openness mechanism, which will promote the emergence of cross-subjects and emerging research fields, and provide a good subject environment for compound innovative talents.

2.2 Postgraduate innovation education is characterized by a certain amount of individual freedom

Mr. Cai Yuanpei once said that "to teach and educate people, it is better to follow nature than to stick to the rules; it is better to show individuality than to be uniform". Innovative education requires a relatively free academic atmosphere and personality training according to students' abilities, which requires us to create a harmonious and good educational environment for postgraduate innovative education in terms of establishing equal relationship between teachers and students, reciprocal relationship between supervisees and administrators, respecting academic research interests, and tapping graduate students' personalities.

2.3 Postgraduate innovation education is characterized by role modeling

Whether a postgraduate student has good innovative ability is related to whether he/she has good innovative consciousness, and the important source of innovative consciousness is the example of the school and the tutor. A university cannot expect its postgraduate students to have a sense of innovation if it does not have an overall innovative environment, and the innovative thinking and innovative ability of tutors is an important source of inspiring postgraduate students' innovative thinking[4].

3. Conclusions

According to the previous analysis, in the process of postgraduate innovation education practice, only by getting rid of all kinds of constraints and restraints on the development of innovation education, following the characteristics and laws of innovation education, and adopting positive and effective measures and means, can we vigorously push forward the development of innovation education, so as to provide strong educational support for the cultivation of national innovative talents.

3.1 Overcoming traditional shackles and establishing an open innovation education system

In view of China's traditional culture and thought, we should take the essence and discard the dross, and give full play to the positive factors of excellent culture. Boldly explore an open postgraduate innovative education teaching system. In terms of graduate training goals and curriculum system construction, international education model integration pilot projects can be carried out, selecting certain schools and subjects, breaking the one-on-one training model, and gradually building an open and international postgraduate innovation education system.

3.2 Innovating graduate student management mechanism and building a management platform that respects freedom and individuality

Currently, the management of graduate education is seeking a balance between "unification" and "decentralization", so it is necessary to innovate scientific management mechanisms that are suitable for the characteristics of graduate education. The core of scientific management is people-oriented. In the management of graduate education, it should also be student-centered, respecting the freedom of teachers and students to pursue academic pursuits, protecting their individual interests in scientific research, and striving to create an equal management environment to find a suitable balance between academic and administrative power in universities. Only by building a management environment that respects freedom and individual development can we create a favorable situation for innovative education.

3.3 Strengthening the construction of innovative campuses and innovative tutor teams to provide a favorable educational environment for postgraduate innovation education

Innovative education is not only limited to the educational "terminal" of innovative talents, but also runs through the overall environment of school education. The reason why ordinary higher education adopts the specific educational environment of "campus" is not just the appearance of gathering students to live and attend classes. The more important role of university campuses is to provide a good educational environment for students. What kind of campus atmosphere they have will cultivate what kind of students. Therefore, the construction of innovative campuses has become the cornerstone of the formation and development of innovative education, and it plays an irreplaceable role for the cultivation of innovative talents. At the same time, another core element of innovation education – the innovative tutor team, is the direct practitioner of postgraduate innovation education. By establishing a tutor assessment mechanism that integrates innovation ability indicators, implementing a dynamic management model for tutors, and providing good training opportunities for the innovative abilities of the tutor team, is an important means of building an innovative tutor team.

3.4 Innovate the evaluation system of postgraduate innovative education and focus on process evaluation

Innovation needs a long practice, and the innovative achievements must be based on many failures. Although the innovative achievements of graduate education should be vigorously recognized, the failures in the innovation process should also be correctly evaluated. The evaluation system of postgraduate innovative education should break the traditional evaluation model of only relying on results, and focus on the process evaluation. Only in this way can we continuously encourage innovative practice among graduate students, and thus make postgraduate innovative education bloom with success.

3.5 Raising awareness of the importance of postgraduate innovation education and increasing the implementation of postgraduate innovation education

Innovation is the soul of a nation's progress and a difficult process, and the implementation of postgraduate innovation education itself is an educational innovation process. Management departments at all levels should enhance their understanding of the importance and difficulty of postgraduate innovation education, strengthen macro guidance, establish and improve relevant management systems, adopt diversified construction methods, increase funding investment and base

platform construction, and provide strong impetus for the development of postgraduate innovation education.

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