

The Characteristics of Chinese Semester Educational Curriculum and the Comparative Research in Foreign Countries

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Abstract : Education is the cornerstone of a country's development. Successful cultural and technical education is conducive to cultivating high-quality and high-level useful talents. It is conducive to improving the country's cultural soft power and promoting the development of innovation and technology and scientific curriculum content is the realization of education. The top priority of improving the level ^[1]. On the long-term development path of our country's education, there is progress and there is still room for improvement. Timely learning from the developed countries and the scientific methods of educating developed countries can promote the further improvement of our country's education level to a certain extent. This article mainly analyzes and compares the current setting characteristics of Chinese college education curriculum content and the education situation of foreign education developed countries, and puts forward opinions and suggestions.

Keywords : Education Research; Talent Training; Training System; College Courses; Curriculum Content

At present, due to the continuous updating of educational talents and the importance of advanced talents in the industry to basic skills education, the existing educational curriculum content system in our country has been impacted by new educational concepts. The new round of education curriculum content reform brooks no delay ^[2]. It requires college teachers to change the teaching content and teaching methods that have been sticking to the rules for many years, and establish an innovative educational concept. With the development of society and the transformation of people's understanding of the importance of high-quality talent education in colleges and universities, to a certain extent, teachers in our country have to improve their teaching level and change their original educational concepts and viewpoints. The professional courses of education majors in Chinese colleges and universities mainly include knowledge courses, political education courses and applied skills courses; knowledge courses include the content of professional courses for the majors studied; political education courses mainly include Marxist theory, Marxist philosophy, ideology, morality and cultivation, etc., courses; applied skills courses can be divided into English, computer technology, etc. In practice, all three types of courses have problems ^[3].

1. Problems in the content setting of education courses in Chinese universities

As far as the content of the current college education curriculum in our country is concerned, there are more or less integration of humanities education and scientific quality education, teaching methodologies, curriculum content structure settings and curriculum content updates as required by the times. Various questions ^[4]. To solve these problems, a lot of reforms in the education industry are needed. Through big data education research, we found the following problems and conducted specific analysis.

1.1 Duplicate and obsolete course content

The outdated curriculum content means that the curriculum content of these disciplines lacks the advanced and extensiveness that it should have, the curriculum content is slightly behind the development of international disciplines ^[5]. From the perspective of pedagogical principles, the content of this course can be mainly applied to students who have not accepted this subject or have not

obtained a degree in this subject before entering the university to study and live. This should be a subject. The most basic theoretical knowledge teaching theory courses. However, judging from the situation of our country's teaching materials for various subjects of ideological education management in colleges and universities. The textbooks are relatively old, lagging behind the development of education disciplines, and most of the relevant basic course textbooks are duplicated. The content of textbooks is not updated in time, and the structure of educational content is inherent in tradition. In fact, many courses are undergraduate.

1.2 Unreasonable course structure

The curriculum structure refers to the relationship between the various components of the curriculum system and the whole. Reasonable arrangement of required courses and elective courses is the way to ensure that students form a complete and correct knowledge structure and skills ^[6]. Elective courses are the contents of courses that can be accepted by students through self-selected questions. The school does not require students to master them. Compulsory courses refer to courses that are indispensable for the formation of students' knowledge and skills in the enterprise and that the school can clearly stipulate that they must continue to learn. This structure is not suitable for the actual development of education majors in Chinese universities.

1.3 Ignore the study of methodology and research methods

The establishment of courses such as educational research methodology is actually to allow students to master the relevant theories and practical methods of educational research and to promote students to learn the methods and theories of educational research in a macro and comprehensive manner ^[7]. However, we found through big data survey and research that most of the students have conducted educational development science and technology research to provide methodological curriculum. For example, some are called Marxist theories, some are called Marxist ideology; others are called ideological ethics and self-cultivation. The survey shows that the curriculum gives less attention to disciplines ^[8]. The reason is that, first, the credits obtained by students in these disciplines are less, usually reaching 2 to 4 credits; second, these disciplines are not compulsory subjects in the setting; third, the courses are the learning time is shortened to one semester and the curriculum time setting is relatively small; fourth, the curriculum education content is not detailed, the detailed content only accounts for a small part, which is lack of operability in the actual teaching situation.

1.4 Lack of integration of science and humanistic spirit

Our country's college education places too much emphasis on the training of theoretical professionalism in the content of courses, so that students lack the integration of teaching theory and practical experience ^[9].

2. The enlightenment of adult education curriculum in foreign universities to Chinese universities

We have made a rough research and comparison on the adult education curriculum setting of ordinary colleges and universities abroad, it is worth learning from ordinary colleges and universities in China in the following aspects.

2.1 Attaches great importance to adult higher education

With the advent of the era of knowledge economy, basic scientific and cultural literacy and technical knowledge are becoming more and more important for a laborer engaged in social production, continuous improvement of his own ability will not be eliminated by the development of the era. Therefore, nowadays ordinary higher education can no longer meet the increasing learning needs of students. In some educational developed countries abroad, ordinary colleges and universities have paid more attention to adult education projects. The school sets up a variety of adult education courses according to the changing needs of the society for talents, provides degree courses for those who are unable to receive formal degree education at the university for various reasons and offers continuing education courses for those who have a bachelor's or even a master's degree. The Central Queensland University in Australia arranges full-time regular higher education courses and distance education courses in a mix of majors, reflecting the same emphasis on adult higher education and full-time general higher education. In contrast, many ordinary colleges and universities in Chinese say they walk on two legs. but in fact, they still don't pay attention to adult education. That's why adult education squeezes the wrong understanding of Japanese school teachers and teaching equipment. If the general higher education and adult higher education in general colleges are not planned as a whole, conflicts will arise. Therefore, corresponding policies and measures should be formulated to promote the coordinated development of the two, so that the educational resources of ordinary colleges and universities can be utilized to the maximum.

2.2 General education becomes an important part of the adult undergraduate degree program

The integration of the world economy and the rapid development of science and technology put forward higher requirements

for the quality of talents. Both Japanese and American colleges and universities attach great importance to general education. In the United States, where higher education has entered the popularization stage, a bachelor's degree certificate has become a prerequisite for job hunting. The overall development of human knowledge, skills, sense of responsibility, compassion, independent thinking and judgment and social communication skill become the training goal of bachelor's degree education ^[10].

3. Conclusion

At this stage, Chinese semester education content setting development has not formed its own mature and unique teaching research methods. These research methods are traditional and not suitable for current social and cultural development. Paying attention to the absorption and acceptance of learning methodology by students not only enables students to strengthen their own understanding and mastery of knowledge, but also enables them to have the skills to independently explore new knowledge ^[11]. These enable them to effectively improve and use their professional knowledge in the future life environment even if they leave the inherent school education environment, it enables enterprises to discover the outstanding qualities of these students in the vast sea of talents. It is precisely because of this that the core of Chinese semester education content setting and development should gradually change from the requirement to master knowledge to master application knowledge.

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