

The Origin and Development of Postgraduate Education in China

Haobo Teng¹, Yutong Shui², Zhongyuan Shi³

1.证件号码 220104199709081817

2.证件号码 511123199608287321

3.证件号码 370983199810206946

Abstract: The development of undergraduate education in China can be traced back to 1840, China's undergraduate education has roughly experienced the six stages of start, birth, restart, stagnation, development and adjustment, each stage of undergraduate education is determined by social politics and economy, development in twists and turns, in the challenge. According to the needs of different periods and the objective reality of our country, we have gradually explored the postgraduate education and training mode suitable for Chinese students, and formed a distinctive characteristics of Chinese education, trained a large number of outstanding talents, and provided valuable talent support for the construction of China.

Key words: Postgraduate education, Talent training, Development stage

1. Introduction

Postgraduate education is the highest level of education in China, which provides a broad intellectual foundation and talent support for the development of China. With the continuous development of undergraduate education in China, it has formed a modern degree system with Chinese characteristics that aims at improving the undergraduate training system of different levels and different types and forming the development mode of postgraduate education with Chinese characteristics, and realizing the strategic goal of high-level talent training.

2. The origin of master's and doctor's degrees

Modern people know that master and doctor are the name of degree, marking the different levels of education in the graduate stage. But China has had master's and doctor's degrees since ancient times. The title of the master originated in the five dynasties, refers to the excellent character and learning, knowledgeable people, the ancients said: master. In ancient times, "Shuo Lao", "Shuo Ru" and so on, which also means the master.

The doctor originated in the Warring States Period, and was an official position responsible for the preservation of documents and archives, document compilation, knowledge teaching, and talent training. During the reign of Emperor Wudi of the Han Dynasty, the doctor became an academic official specializing in teaching Confucian classics. After the Han Dynasty, he served as a classroom teaching work to cultivate talents. However, its official rank product is not high^{[1][2]}.

Graduate students in the modern sense originated in Italy and France in the 12th century, and a group of scholars gathered together to set up their own guild (Society of Institute). For example, the University of Polona in 1158, the University of Paris in 1150. A degree was originally just a term for a teacher.

Until the 19th century, the University of Berlin established the concept of graduate education and scientific research in Prussia, namely, that "the transmission of knowledge and the creation of knowledge is unified". The Johns Hopkins University was founded in 1876, and the Johns Hopkins University in the United States was the first university to put cultivating graduate students and conducting scientific research activities first. Since then, a large number of new universities have emerged in the United States, engaged in scientific research activities, and training graduate students to promote the progress and development of social economy, politics and culture^[3].

3. The development status of undergraduate education before the founding of the People's Republic of China

3.1 The beginning of undergraduate education in China

After the Opium War in 1840, the western powers invaded our country. On the one hand, the domestic people of insight looked for a way to save the nation and opened new education. On the other hand, missionary universities were also opened in China one after another. The westernization movement, represented by Hongzhang Li, Zhidong Zhang, Zongtang Zuo, put forward the slogan of “Learn from the advanced technologies”, westernization sent during this period have opened more than 30 schools, one of the most representatives is “capital with pavilion”, since the Qing Dynasty government sent students to study abroad, laid a foundation for the development of undergraduate education^[4]. After 1895, the bourgeois Reformists on the historical stage, draw lessons from the Japanese university system, since the Qing government set up decal frame system, but due to the late Qing dynasty in trouble, the whole system for 25 years, with the specific national conditions is not consistent, so in the form of schooling, Confucianism is not actual to carry out the teaching, but just a start^[5].

3.2 The birth of graduate education in China

After the Revolution of 1911, the political changes promoted the educational cause of the whole nation. During the Qing Dynasty, the Ministry of Rites and Division, which were in charge of national education affairs, were abolished and the Ministry of Education was established. After the establishment of the Ministry of Education, the “University Order” and “University Regulations” have been implemented nationwide, which has promoted the development of higher education in China. Many colleges and universities try to set up graduate schools in accordance with the relevant regulations of higher education. Although the scale of graduate enrollment in this period is small and the laws and regulations are not perfect, the exploration at this stage has promoted the development of graduate education^[6].

In 1927, the Nanjing National Government was established, the political stability gradually increased, and the education funds kept increasing, getting rid of the dilemma of only simple and scattered existence in the government decree of higher education. According to the Interim Rules for the Organization of University Research Studies promulgated in 1934, the state has begun to bring graduate education into the scope of institutionalized management, and it is no longer a separate school. The general implementation of the Degree Conferment Law of 1935 has filled the gap for more than 30 years. However, due to the war situation in China, the colleges and universities are seriously disturbed, only a small number of master's students are enrolled, and the training of doctoral students cannot be carried out. Overall, the graduate education in this period developed very slowly^[7].

4. Development status of graduate education after the founding of the People's Republic of China

4.1 The Reboot of Postgraduate education in China

In 1945, after the founding of the People's Republic of China, the domestic society stabilized and graduate education began developing gradually. In 1951, the Decision on the Reform of the School System was promulgated, and China began to set up a graduate department, aiming to train university teachers and scientific research talents. In 1953, the Ministry of Higher Education promulgated the Interim Measures for Graduate Training of Institutions of Higher Learning (Draft for Comments) under the “tutorial system” of the Soviet Union. The introduction of these two important documents has played a strong role in promoting the graduate education work in new China^[8]. In 1956, the state put forward the slogan of “vigorously cultivating scientific and technological talents” to enter science, and the number of graduate students enrolled has been greatly improved compared with the previous two years. However, in 1957, by the influence of the “left” ideological line, the relationship between China and the Soviet Union broke down, and the country suffered serious natural disasters, and graduate education was severely hard. Until 1963, the national leaders summarize the experience of graduate education since the founding of new China, issue the interim provisions of higher education training graduate work (draft) and five supporting documents, correct the disadvantages of the Soviet model, the graduate training objectives, training plan, professional setting, student status management aspects made specific provision, after 1964, the scale of research education in our country, and recovered^[9].

4.2 The stagnation of graduate education in China

From 1966 to 1976, the “Cultural Revolution” broke out in China. In June 1966, influenced by the Cultural Revolution, the graduate enrollment was suspended from 19667 for 12 years in 1967. A large number of intellectual young people, experts and scholars came to the countryside, factory labor. During the Cultural Revolution, the cause of higher education in China was seriously damaged, which led to

the fault of talent training^[10]。

4.3 The development of graduate education in China

In 1977, after putting things, with the healthy development of economy and society, education also embarked on the track of benign development, and graduate education was restored^[11]. In 1978, China officially resumed the recruitment of graduate students. In 1980 and 1981, China successively formulated a series of rules and regulations related to graduate education, which made graduate education standardized and legalized, and rapidly resumed its development^[12]. In 1986, the State Education Commission put forward the policy of “steady development and quality assurance”. Since then, the quality of graduate education in China has been continuously improved, and the development of graduate education has become more diversified.

After the publication of Xiaoping Deng's Southern Talk in 1992, China's economy developed rapidly and the people's living standards were improving day by day. In order to meet the economic and social development and the requirements of the people, it urgently needed the great development of education. In 2002, the gross enrollment rate of higher education in China reached 15.3%, entering the stage of popular education, and realizing the curve overtaking of higher education. However, the large-scale expansion of graduate enrollment is often accompanied by the decline of graduate quality. In 2013 and 2014, the Ministry of Education issued the Opinions on Deepening the Reform of Graduate Education, the Measures for Qualified Evaluation of Academic Degree Authorization Points and other relevant documents, which improved the educational quality of graduate education and promoted the high-quality development of higher education in China^[14]。

4.4 Adjustment of graduate education in China

Since the reform and opening up, the rapid growth of China's economy, all walks of life are urgent for a group of high level of application technology professionals. Therefore, it is very important to develop the graduate education for our country^[15]. In 1980, China promulgated the Regulations of the People's Republic of China on Academic Degrees, which further standardized the postgraduate degree system, and at the same time laid a foundation for the development of professional postgraduate students. In 1988, the Academic Degrees Committee of The State Council held a meeting to discuss the establishment of professional degree students in China, and began to carry out professional master's education in China, and successively established a number of majors such as master of Architecture, Master of Law, Master of Education and Master of Engineering. In 1996, The State Council promulgated the Interim Measures for the Examination and Approval of Professional Degrees and the Regulations on the Administration of Recruitment for Master's Degrees, which made detailed provisions on professional master's degrees, indicating that the management system for master's students in China has matured. In 2015, the enrollment ratio of professional master's students and master's students in China reached 1:1. It meets the needs of employers for talents, and further promotes the development of China's social economy^[16]。

5. Conclusion

Since 1840, China's graduate education has roughly gone through six stages: start, birth, restart, stagnation, development and adjustment. On the whole, China's graduate education from scratch, and has achieved certain results. At present, China's graduate education system is constantly improving, and is adapted to China's national conditions, the graduate education mode will be further transformed from a single model to a multiple model^[17]. At present, China has entered a new era. Facing this series of opportunities and challenges, the characteristics of graduate education and its development law still need scholars to explore continuously.

References

- [1] .(2007). The origin of the bachelor, Master and PhD. *School Party Building and Ideological Education (General Education Edition)* (07), 32.
- [2] Ke Han.(2007). The origin of the bachelor, Master and PhD. *Literature and History Expo* (07), 32.
- [3] Juanming Fu, & Enlian Chi.(1992). Research on Postgraduate education abroad. *The People's Education Press*.
- [4] Yuan Chen & Yu Tian.(2018). Research review on graduate education in the Republic of China. *Modern Educational Science*, (12), 167-172. doi:10.13980/j.cnki.xdjkx.2018.12.032.
- [5] Teng Liu.(2011). Historical investigation and thinking of graduate education in the Republic of China (Master's dissertation, Qufu Normal University).<https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2011&filename=1011116905.nh>
- [6] Fen Wu.(2002). Studies on Early Postgraduate Education in China (1902- -1949) (Master's dissertation, South China Normal University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD9904&filename=2002092553.nh>
-218-Advances in Higher Education

[7] Hao Zheng. Research on the Development history of Postgraduate Education in China (1902~1998).(Doctoral dissertation, Hunan Normal University).

[8] Jianguo Wei & Yifan Qin.(2019). Analysis of the changes of graduate education policy in the 70 years of the People's Republic of China —— Based on the perspective of historical institutionalism. *Graduate Education Research* (06), 1-7.

[9] Shaoxue Liu.(2011). Discussion on the Development of Postgraduate Education in China in the early days of the Founding of China. *Higher Education Research* (06), 42-47.

[10] .(1989). Since the founding of the People's Republic of China degree and graduate education materials selection. *Degree and Graduate Education* (05), 76-78.

[11] Zhanjun Wang & Gang Qiao.(2018). Achievements and prospects of Graduate Education in China in the past 40 years of reform and opening up. *Academic Degree and Postgraduate Education* (12), 7-13. doi:10.16750/j.adge.2018.12.002.

[12] Zhaobin Su.(2013). Research on the history and current situation of China's degree system (doctoral dissertation, Northeast Normal University).<https://kns.cnki.net/KCMS/detail/detail.aspx.dbname=CDFD1214&filename=1013357888.nh>

[13] .(2009). Since the reform and opening up. *Chinese graduate students* (09), 8-11.

[14] Guihua Xie.(2008). The historic leap forward of Chinese degree and graduate education in the past 30 years of reform and opening up. *China Higher Education Studies* (12), 6-10. doi:10.16298/j.cnki.1004-3667.2008.12.012.

[15] Xiancheng Zhou& Yang Li.(2020). The development course, existing problems and countermeasures of professional degree graduate education in China. *Science and Education Guide* (last) (28), 10-12. doi:10.16400/j.cnki.kjdk.2020.10.005.

[16]Zhanjun Wang & Gang Qiao.(2019). Graduate Education: Creation and development. *Graduate Education Research* (01), 8-13.

[16] Zhao Jing.(2014). Research on the Problems and Countermeasures of the Development of Professional Graduate Education in China (Master's dissertation, LanzhouUniversity).<https://kns.cnki.net/KCMS/detail/detail.aspx.dbname=CMFD201402&filename=1014303957.nh>

About the author: Haobo Teng (1997.09.08), male, Han Nationality, native place: Jilin Changchun, Education: postgraduate student, research direction: Psychology.

About the author: Yutong Shui(1996.08.28), female, Han Nationality, native place: Sichuan LeShan, Education: postgraduate student, research direction: Psychology.

About the author: Zhongyuan Shi(1998.10.20), female, Han Nationality, native place: Shandong Tai'an, Education: Master's degree, research direction: Psychology.