

## Short Paper

# Comparison on Training Mode of Graduate Education between France and China

Wang Yuanbin<sup>1\*</sup> & Liu Shulin<sup>1</sup>

<sup>1</sup> School of Electrical and Control Engineering, Xi'an University of Science and Technology, SHAANXI, China

\* Wang Yuanbin, School of Electrical and Control Engineering, Xi'an University of Science and Technology, SHAANXI, 710054, China

Received: April 30, 2019

Accepted: May 6, 2019

Online Published: May 7, 2019

doi:10.22158/fet.v2n2p120

URL: <http://dx.doi.org/10.22158/fet.v2n2p120>

### **Abstract**

*France and China both are of typical power centralization with similar political management systems, and there are same and different aspects existing in higher education. so comparison between the two countries is meaningful. Curriculum provision, innovation ability cultivating and training mode are compared between France and China. Development trend of graduate education is also presented. Some enlightenment may be obtained to improve Chinese higher education level further.*

### **Keywords**

*graduate education, France, cultivating, education quality*

## **1. Introduction**

With the continuous attention about education, education quality is becoming a new focus recently. It is also the main way to improve scientific research and promote productivity. It plays an important role in social development. Graduate education is a significant method for high level talents training all over the world. Now in new age, education quality and quantities appeared, graduate education is confronted with new chance and challenge. There is still some deficiency existing. Education quality is concerned by all walks of life, and it is a novel and complicated project.

Higher education in France has a long history. The first higher divinity school was built in 1257, and was developed quickly in renaissance. It was helpful and significant in World War II. The structure of higher education in France is complicated, and education level is advanced. Therefore, education quality is investigated and analyzed between France and China in order to improve our cultivating level of graduates.

A. Now the cultivating of graduates has some problems like the following.

(1) funding is not sufficient

Education investment is the guarantee for education development. Equipment of scientific technology should be reinforced and updated, learning condition of graduates should be improved. The training of graduates is related with scientific research, at the same time scientific equipment and environment should be provided, and all of the above is associated with national funding. However, funding is limited, and funding channel is narrow. Graduates cannot join academic meeting and exchange with others due to the lack of funding. The scientific resource is unfair between different universities. It is harmful for the training.

(2) Fundamental teaching facility is not sufficient

Library and experiment equipment are scanty. There is no special space for the learning of students. Some of them cannot find appropriate room for learning. Many books and materials are old, electric sources are not complete, books about frontier knowledge are scarce, and this will influence their learning. Therefore fundamental teaching facility should be provided sufficiently.

(3) Curriculum provision is not reasonable

There are three kinds of courses, required course, optional course and common required course. Students can master basic theory and technique after learning required courses. Optional courses are selected according to their research focus and interest. Some courses are old and not updated, and scientific dynamic research is not presented in the class. This kind of teaching mode and content is not easy for students to master the logic system of the subjects. Theory knowledge is behind the new technology, and theory learning cannot match with practice.

(4) Graduates are short of innovation ability

Innovation is a source for country's development, and is an important index of international competitiveness. The cultivating of innovation ability is a requirement for social development, international competitiveness, and scientific activity is a good way to cultivate innovation ability. Firstly, graduates are short of scientific research training, and it is not easy for them to cultivate the ability of scientific thinking. Secondly, exchange and cooperation between teams are scarce, thus innovation ability and independent research ability are insufficient.

B. According to the successful experience in graduates' cultivating from France, we can do like the following combined with our national situation.

(1) increase the funding input, and improve scientific research environment

Education funding is a guarantee to improve scientific environment, and enhance the scientific ability of graduates. Therefore our government should pay more attention to the cultivating, increase the funding input, and improve the scientific environment actively, such as purchasing new books, new experiment equipment and new network resources. On the other hand, allocating scholarship to the poor students will make them do research work earnestly. Fair education environment may be created for all the graduates.

### (2) improve the curriculum provision

According to the training goal, social requirement and employment requirement, curriculum provision should be improved. Students can select courses interdisciplinarily, even select courses between different colleges. Furthermore, they can select courses based on the demanding of enterprise and market. Thus theory can be combined with practice better. It is easier for students to be adaptive for the future work.

### (3) enhance the innovation ability

Innovation is the soul of a nation, and a drive for economic development. Therefore the people with innovation ability is precious wealth for a country. In the period of course learning, the thinking and training of innovation should be paid more attention to. In the period of writing thesis, graduates should be good at putting forward, analyzing and solving problem creatively. On the other hand, guiding students into practice, finding problems and solving problems is the source of innovation. When students are confronted with some practical problems which are crossed and permeated each other. Tutors may guide students to widen their basic theory and knowledge structure firstly, then solve the projects together and enhance their innovation ability. Therefore guiding students into the frontier of subjects is a significant premise.

## **2. Development Trend of Graduate Education**

Now we have entered into 21<sup>st</sup> century. How to face the future world and future society is a great project, such as education goal, courses, teaching method, administration and quality evaluation. Graduate education is developing in these ways:

### (1) Diverse training goal

Firstly, the training goal of graduate education is to cultivate higher level academic researcher, secondly, cultivating professional talents many-sided is our direction. Thirdly, people can relearn in their later life. It can be predicted that under social pressure, adults must improve themselves by continuous learning. In this course, they must go there and back between colleges and society. Graduate education must face the people who pursue new knowledge and technology and relearn in future.

### (2) The trend of internationalization

On one hand, graduate education is internationalized widely. Many world-class universities pay much attention to international exchange, and they have many overseas students who are also cultural ambassadors. The overseas students promote the exchange and permeating in the aspects of culture, science and technology. On the other hand, teachers should also be internationalized. They should go abroad for exchange, and at the same time foreign famous teachers should be invited to our country. In all, countries should be studied from each other to enhance the training quality of graduates and make them fit for the international requirement.

Of course, it must be pointed out in the course of internationalization, we must keep our own excellent tradition and develop our advantages, thus we can exchange with other countries equally, we can stand in the world by ourselves, and we can achieve acknowledge and esteem from international society.

### 3. Conclusion

The probing of Chinese characteristics education mode should be summarized on our Chinese successful experience of graduate education. On the base of comparative analysis between China and France, advanced experience and method of France can be taken example, and Chinese administration mode of graduate education will be innovated and improved. Discussing and perfecting on graduate education is also the direction of establishing modern higher education.

### References

- Mao, C. J., & Li, P. (2007). A comparative study on higher education of China and French—From the perspective of factor analysis. *Meitan Higher Education*, 25(1).
- Yang, K., & Zhan, Y. H. (2012). A comparative study of Chinese and French graduate education for professional degrees. *Journal of higher education management*, 6(1).
- Yu, L. M., Ma, J. M., Zhang, X. T., Wang, L. M., Duan, F., & Xu, P. (2019). On the comparison and blend between the teaching methodology of the pre-undergraduate course in France and that of the undergraduate course in China. *Research in Higher Education of Engineering*.