

The Dilemma and Reform Path of the Integration of General Education and Professional Education Based on the Framework of Quality Education

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Abstract: Quality education has been carried out in colleges and universities for more than 20 years, which has a great impact on the three major changes of university education. First, the undergraduate education system has undergone qualitative changes. Second, the educational concept is changed from “making equipment” to “educating people”. Thirdly, it initiates the reform experiment of undergraduate training mode of “professional education based on general education”. In order to improve the current situation of “focusing on specialty and ignoring general education” in higher education and realize the integration of general education and professional education, we still face some difficulties. In order to break through this dilemma, it is necessary to optimize the curriculum structure and content, innovate the integration mode of general college and two-way penetration concept to promote the integration of general college and other reforms, and strive to promote the all-round development of students and cultivate high-level talents with comprehensive quality and scientific spirit.

Keywords: quality education; general education; professional education; through designed fusion

1. Exploration of the Integration of General Education and Professional Education

1.1. Theoretical Exploration of the Integration of General and Specialized Systems

Mr. Mei Yiqi was the first to expatiate on the idea of general education. After the implementation of quality-oriented education, general education entered the climax of theoretical exploration. At present, there are three views on the relationship between general education and professional education. First, they are considered to be parallel, in which students learn skills outside their major while learning professional knowledge. The second is that general education is the expansion and strengthening of professional education, that is, to broaden the too narrow professional education.

The third is that general education is the commander of professional education, and professional education should be carried out under the guidance of general education. In my opinion, these three viewpoints should be taken into account. General education should not only be limited to learning knowledge and skills outside the major, but also need to transform professional education, including the formation and development of students' qualities in all aspects. The relationship between the two should be a dialectical and unified relationship between reality and ideal, necessity and possibility. Although most of scholars agree that general education and professional education can be organic fusion, but about how to merge is still in the stage of feeling the stones across the river, and have designed fusion struggle, this is reflected in two sides claim: who advocated by raising the teaching method, promote the two parallel interaction, such as Liu Jiaoyang, Zhang jun-hong put forward to improve the consciousness of students to participate in the general education, to make university education reflects the unity of the humanistic spirit and scientific spirit [1]. The other school believes that integrated education should be carried out on the basis of professional education. For example, Xia Han, Xiong Yirong proposed that general education is a better way to achieve in the process of professional education, and emphasized the importance of professional history education in the process of general education integration. [2].

1.2. Practical Exploration of the Integration of General Expertise and Expertise

After an in-depth discussion of the theory, the reform of general and professional integration of practical teaching has been quietly carried out, and scholars have paid attention to this hot topic. In discussing the practice of the integration of general education in domestic colleges and universities, Li Yanhong and Han Gaojun unilaterally emphasized the role of professional education by discussing English majors, which is consistent with Zhou Guangli's proposal that “the reform of college education must focus on professional

education” [3]. Zhang Meng proposed the mode of “cross-major elective courses + major courses”. Although it provides a useful reference for promoting the integration of general education, cross-major elective courses still cannot eliminate the gap between general education and specialty education. Duan Fengchun proposed that the development of general education should be based on the top-level design of talent innovation growth model [4], and Zhang Jinwen proposed the construction of a multilevel curriculum system [5], which can be regarded as some practical suggestions for curriculum construction.

In addition, scholars have also studied various practical measures of the integration of general education in foreign universities. For example, in order to cultivate students’ ability to solve problems from multiple perspectives, American universities create panoramic general education courses by integrating knowledge of thinking science, humanities and other fields. British universities pay attention to the thorough understanding of nature and the strengthening of students’ independent learning ability, and adopt professional education to achieve general education [6], which is of important reference value to the reform of general education in China. However, at present, there is still no unified conclusion on the practice mode of the integration of general and professional education. There are roughly three orientations: firstly, conducting guided education based on the characteristics and ideas of one party and combining with the other party; Second, through penetration and interaction to achieve the integration of general and exclusive; Thirdly, the method of blurring the boundary between the two definitions is used to realize the fusion. No matter what kind of guidance, in order to effectively realize the integration of general and specialized, the focus is on clarifying the relationship between the two and finding the main obstacles in the process of integration.

2. Obstacles in the Process of Integration Practice

2.1. The Separation of General Education Courses from Professional Education Courses

The curriculum of general education should be based on the specialty of the subject and combine interdisciplinary knowledge effectively. The realization of the goal of talent training in colleges and universities should take specific courses as the carrier. Due to the lack of reasonable design concept in some schools, general education is not closely related to the curriculum design of professional education, which is out of the question of the cultivation of high-quality talents. As our country’s colleges and universities always focus on professional education, the courses of general education are not perfect, and often become the courses of students with mixed credits. Public basic education courses are mainly some instrumental courses, such as foreign language, politics, computer, mathematics, etc., but these courses do not really reflect the requirements of general education courses. Although cross-major elective courses can meet this requirement, it is still related to the

teaching method and quality of the courses. In addition, general education and professional education are not integrated. Due to their different teaching purposes, they teach students in their own way, and the two are not closely connected. In essence, the concept of taking professional education as the core of universities has not changed. This problem can be confirmed from the graduates’ work adaptability, such as the public service management graduates lack of basic scientific knowledge, the civil affairs department work in the lack of humane care for the vulnerable groups, the health sector work in the lack of basic medical knowledge, all of which show that the students in the general quality of the deficiency. Therefore, the separation between general education and professional education makes students’ comprehensive quality not high, and it is difficult for them to meet the needs of society.

2.2. Disordered Course Selection Behavior

Now some college general education simply broken down into many general class, student course selection behavior disorder obviously, there are great blindness, some of the students’ course selection criteria is not associated with this professional course, but consider the timing of the selected courses, and some students know nothing to the course content, course name alone or how easy is it to choose, the cause is considered easy to easy courses by most students, is considered by hard course is in limbo, even some students peer that choose the more the better, lead to academic burden is overweight, and some students have nothing to do because of course less, These disordered course selection behaviors are mainly caused by the failure of the educational administration department to guide students correctly and the lack of a sound general course management organization. The disorder of course selection makes students fail to choose the courses they should choose, which leads to poor general education effect.

2.3. Utilitarian Education Orientation

Because general education and the core idea of general education are not advocated properly, the problem of “attaching importance to theoretical teaching and neglecting quality cultivation” appears in professional education. In the process of teaching, teachers of some specialized courses fail to give correct and appropriate guidance to students, which leads to students’ insufficient understanding of the nature, concept and knowledge structure of the course and fail to recognize the importance of some specialized courses. Over time, students’ evaluation of the importance of professional courses has changed to the “practical” criterion, to the courses that are helpful for the examination or job hunting, and to the ones that are not too helpful for the job, to the ones that avoid the important matters in the choice of employment, and to the ones that are eager for quick success and instant benefits, all of which are directly related to the utilitarian education orientation. Taking social work as an example, its value theory advocates the protection of the interests of the

disadvantaged groups in society, but the vast majority of students generally believe that social work courses are useless to learn and have a low sense of professional identity. As a result, most students choose to take qualification exams of other majors and engage in other fields after graduation.

In a word, there are still a series of obstacles in the practice of the integration of general education and professional education. The separation of general education curriculum from professional education curriculum and the problems of utilitarian education orientation are still very serious, which will affect the quality of cultivating higher education talents in China. The basic purpose of general education is to transcend utilitarian and cultivate students' sound personality and social responsibility. However, the spirit and function of general education are hindered in the process of professional education with meritorious tendency. Over time, students' humanistic quality, scientific spirit and moral quality will be affected, which is obviously not conducive to the future development of students and the cultivation of national talents.

3. The Reform Path of Integration of General and Specialized

3.1. Optimize the Course Structure and Content

Curriculum is the carrier of the integration of general education, so the key to realize the integration of general education lies in the scientific establishment of credit structure of general education courses and the enrichment of professional curriculum system. Optimize the structure of general courses for credit, namely the cancellation of the unreasonable curriculum credit limit, claims on the basis of many disciplines set the base for credit, let the students have more free elective space, moreover to the educational administration department should do well in front of the students' course selection, correct the introduction of a curriculum and guide, in terms of teachers, should choose to solid professional knowledge and interdisciplinary teaching ability of teachers, promoting cooperation teaching, strengthen the matching degree of general course and specialized course. Enrich the system and content of professional courses, we should not only make efforts in our school's characteristic subjects and main professional courses, but also pay attention to the interdisciplinary and extensibility of curriculum reform, so as to cultivate students' ability to master mastery. In terms of improving the content of professional courses, we should pay attention to the comprehensiveness of courses, and build a comprehensive theoretical system to expand the single teaching content. Course content can be cross major, interdisciplinary, should not be limited to a specific, relevant professional can fusion, set up the common basic course, not only satisfy the requirement of general education, and embodies the requirement of professional education, which helps to solve the separation of general education and professional education in colleges and universities, promote the integration of the two.

3.2. Innovate the Integration Model of General and Exclusive Technology

In order to avoid the separation between general education and professional education, professional concepts can be instilled in general education, and humanistic quality can be integrated into professional education as much as possible to make the two more consistent in concept. The premise of realizing "specialization of general education" is to embed relevant professional concepts into general education, that is, to consider adding general education into professional training programs. The injection of professional ideas is not only reflected in the integration of general education courses, but also the establishment of general education curriculum organization committee composed of professional education teachers, general education teachers, counselors and student representatives, so that the content of general education and professional theories can be effectively connected, to avoid excessive deviation and repetition. Taking social majors as an example, the setting of general education courses can be aimed at enhancing students' sensitivity to social issues, and learning about employment, livelihood, poverty and development can be arranged. The aim of "generalizing professional education" is to embed general elements into professional courses and teaching methods. Adding elements such as natural sciences and humanities into professional education can promote students' understanding and digestion of specialized courses, and even make innovations. Taking the disaster emergency course of public utility management as an example, during the teaching process, students can vividly show the disaster relief situation by showing disaster films and documentary materials of disaster relief at home and abroad, and share their experiences after observation through case discussion to enhance their real feelings. This not only realizes the fundamental purpose of disaster emergency courses, helps students master relevant disaster relief theoretical knowledge, but also strengthens students' belief in fighting against natural disasters and strengthens their sense of mission to the country.

3.3. Adopt the Teaching Mode of "Penetration + Interaction"

In the integration teaching of colleges and universities, the teaching mode of "infiltration + interaction" can improve the quality of integration. The adoption of infiltration teaching can make the general education penetrate into the professional education, and the adoption of interactive teaching can make the professional education reflect more general training. We can learn to use the same small class teaching method as the specialized courses, set up the correct education concept, and attach importance to the general courses as the specialized courses. Teachers can train students' ability of expression by elaborately arranging the topics of thinking and discussion, and cultivate students' personality by sharing and penetrating knowledge. Interactive teaching, by means of scenario simulation and

group discussion, aims at applying knowledge to daily life, allowing students to understand the ins and outs of knowledge through vivid cases, and effectively extracting general ideas in professional education. In addition, teachers should take students' interests as the starting point, and design curriculum themes scientifically and rationally to cultivate students' personality charm. This novel teaching mode is helpful to the cultivation of students' ability, especially to the law, management and other professional disciplines.

4. Conclusion

To sum up, in view of the obstacles in the integration practice, the above series of reform paths are proposed, which are not only conducive to the reality of the integration practice of general specialization, but also provide a reference for the next theoretical research. Except to use innovative teaching methods and teaching mode, to achieve designed fusion, but also into a comprehensive scientific spirit in education, to speed up the implementation through the practice effect of designed fusion, should pay attention to the science and the balance of the two, especially to overcome some of the colleges and universities in the professional study and exam ills, avoid emphasizes the utility and practicability of the professional study. At the same time, universities should insist on interaction, professional characteristics, such as sustainable principle as the instruction, on the basis of advantages and characteristic of the development

of the school development orientation, to explore the most suitable for special education fusion approach.

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