
The Framework Construction and Implementation Path of Postgraduate Core Quality Cultivation Under the Mission of Fostering Virtue Through Education

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Abstract: Cultivating the core qualities of postgraduate students is an enduring topic in postgraduate education, as well as an important part of it. In view of the problems existing in the cultivation of the core quality of postgraduate students, this paper focuses on the following two key issues from the perspective of college teaching reform, based on the fundamental task of fostering virtue through education under the new situation: (1) The construction of the framework of core quality cultivation of postgraduates under the mission of fostering virtue through education; (2) The implementation path of core quality cultivation of postgraduates under the mission of fostering virtue through education, reconstructing the basic framework of core quality cultivation of postgraduate students and designing the corresponding implementation path. In order to improve the cultivation method of postgraduate education, and to integrate moral cultivation and core quality cultivation into the process of postgraduate education, and to provide an operable implementation path for the all-round cultivation of postgraduates, this is a very important step to solve the current problems of postgraduate students, to further improve the quality of postgraduate training, and to improve the adaptability of postgraduate students in the new situation, which is of great significance for the future innovative development of the country.

Keywords: Fostering Virtue Through Education, Cultivating Postgraduate Students, Core Quality, Framework Construction, Implementation Path

1. Introduction

Virtue leads mankind to seek truth and goodness, and leads to the harmonious development of society. Since the Spring and Autumn Period and the Warring States Period, sages of all generations have fully emphasised the power of virtue, advocating virtue, dedication, erudition and competition for precedence. The pursuit and aspiration of virtue is both a classic heritage of our traditional culture and a national strategy of governance [1]. Fostering virtue is both the means and the goal of human development. It is the logical starting point of education and the fundamental purpose of education to foster the development of a well-rounded and virtuous person. The concept of fostering virtue through education has deep historical roots and is in line with the development trend

of whole-person education, and is a realistic choice for improving the quality of postgraduate education in China. Postgraduate education is the highest level of academic education and the last stop in the field of education to "establish morality and educate people" [2]. The goal, process and effect of the virtues of postgraduate education determine the quality and level of the cultivation of innovative talents in China, as well as the direction and speed of the construction of an innovative country in China.

The core quality is the focus that educational organizations and governments in various countries pay close attention to when carrying out educational reform and curriculum reform, and is the focus of talent training in the 21st century [3, 4]. The education contained in it should be "the question of who should be trained", which has always been the core of the

discussion of educators and philosophers. Both the East and the West developed a virtue-centred view of talent more than 2,000 years ago, and after industrial society a competence-centred view of talent gradually emerged, staying at the level of intelligence. Modern society has given rise to the concept of "quality" as the core of talent, including knowledge, abilities, attitudes, emotions, values and so on. The emphasis on core qualities is the basis for the development of highly qualified nationals and global citizens who contribute to the harmonious development of society, reflecting the needs of today's society. In 2014, China's basic education sector began to conduct systematic research on students' core qualities, proposing the essential virtues and key competencies that students should possess to meet the needs of lifelong development and social development, highlighting personal cultivation, social care and family sentiments, and paying more attention to their independent development, cooperation and participation, and innovation and practice. The core qualities transcend the traditional double foundation (basic knowledge and basic ability) and the three dimensions of goal orientation (knowledge and skills, process and methods, and emotion, attitude and values), highlighting the essence of cultivating "human beings" in education and strengthening the adaptation to contemporary society, and are the basic guideposts for the current reform of basic education in China [5].

As the highest level of national education in China, postgraduate education undertakes the dual mission of high-end talent training and scientific and technological innovation, and is the core element of building an educational power and an innovative country [6]. For a long time, the research on the purpose of postgraduate education seems to be a problem that does not need to be discussed, and the definition of the specification of postgraduate talent training is roughly vague. In 1951, the then Government Affairs Council stipulated that universities and specialized colleges should set up research departments to recruit graduates from universities and specialized colleges and those with the same educational level, so as to train teachers and research talents in institutions of higher learning. In 1963, the Ministry of Education stipulated that the specifications for the training of talents for postgraduate education should be patriotism and communist virtue. On the basis of college graduation, we will further consolidate and deeply master the basic theory, expertise and basic skills of this major. In 1980, China made a certain degree of distinction between the training objectives of Masters and PhDs. Since then, although the purpose of postgraduate education in China has changed slightly, the general purpose has not changed much, showing obvious basic, theoretical and discipline based characteristics, and relatively brief in the goal statement.

Qian Xuesen, a famous scholar, put forward: "Why do our schools always fail to cultivate outstanding talents?". In fact, this question is a torture to China's science and education, especially postgraduate education. Due to the lack of in-depth reflection and forward-looking exploration on the training objectives of postgraduate education, there are many

deviations in the practice of postgraduate education. The focus is on the development of research skills or on the need to focus on research activities and the design of a future research career, whether by the training unit, the mentor or the postgraduate student. Such a specification is likely to result in a person with expertise in a particular field and the ability to undertake research in the field of study. However, the lack of attention and spiritual nourishment for the inner world of postgraduates by training units and mentors, and the neglect of proper guidance for their outlook on life, worldview and values, have led to a greatly increased risk of personality defects in these so-called senior talents. Some postgraduates also suffer from lack of emotion, weak willpower, unsound personality and poor ability to cope with practical problems. In addition, the present situation of attaching priority to the output of scientific research papers but not to the cultivation of comprehensive quality, the lack of innovative ability, the lack of innovation in research results, the limited role of mentors in postgraduate training, the inadequate supervision and assessment and evaluation of the cultivation process, and the article-only theory are also in need of improvement.

What kind of person to train is the primary question of education. As the main way to cultivate high-level innovative talents in China, postgraduate education is an important measure to implement the strategy of rejuvenating the country with talents and innovation driven development. Under the new situation, we need to analyze the problems in the core quality cultivation of postgraduate students based on the level of university teaching reform, and construct a framework and implementation path for the core quality cultivation of postgraduate students under the perspective of the fundamental task of fostering virtue through education, with a view to implementing the fundamental task of fostering virtue through education through various ways, integrating the core quality cultivation into the process of postgraduate education, promoting the continuous improvement of the quality of talent cultivation to meet the needs of the ever-changing social development, and cultivating more senior talents who are well-rounded in virtue, intelligence, physique, beauty and labor, and who are responsible for the important tasks needed for national rejuvenation and prosperity of the country.

2. Existing Problems

Postgraduates need not only professional theoretical knowledge, but also sound personality and core qualities to meet the needs of lifelong development and social development. However, compared with the developed countries in the West, China's postgraduate education started relatively late, and the theoretical research on the cultivation of core qualities of postgraduates is not yet perfect, especially the research on the cultivation of core qualities of postgraduates under the fundamental task of fostering virtue through education is relatively weak. Under the background of modernization of higher education and the fundamental task of fostering virtue through education, many universities

in China have gradually begun to pay attention to the cultivation of core quality of postgraduates, but there are still some problems, mainly in the following aspects:

1) Weak ability to distinguish between right and wrong and poor autonomy in learning. The rapid development of the Internet has brought human society into the era of the Big Bang of information. As an important audience of Internet information, postgraduate students browse various information on the Internet, which has become an essential part of their study and life. Due to the uneven content of the vast amount of information on the Internet, positive culture is conducive to the healthy growth of postgraduates, while negative and corrupted junk Internet culture is also eroding their outlook on life and values. Postgraduates are at a critical stage in the formation of their outlook on life and values, and their ability to distinguish right from wrong is weak, so they are more susceptible to the influence of undesirable Internet culture. In addition, as the training units and mentors often neglect the correct guidance of their outlook on life, worldview and values, the risk of personality defects of postgraduates increases greatly [7, 8]. At the same time, although most of the current postgraduates are able to learn the knowledge in their own professional fields, they do not pay enough attention to the knowledge outside their own professional fields, especially they lack a proper attitude towards the improvement of their personal thinking and political fields, and their enthusiasm and initiative of learning are not high.

2) Innovation is relatively underdeveloped, and practical hands-on skills are not strong. The cultivation of innovative ability needs to be based on the learning of professional knowledge, through the in-depth summary of the experience and lessons of previous generations, and then open up new fields. The traditional training of postgraduate students focuses on the cultivation of theoretical knowledge and scientific research ability, and not enough attention is paid to the cultivation of postgraduate students' innovative consciousness and innovative ability, especially practical ability. This leads to many postgraduates only passively mastering some theoretical knowledge, lacking innovation and practical ability, and most of them have poor practical hands-on ability and are not able to apply the theoretical knowledge learned in class to practice [9, 10].

3) The objectives of core quality cultivation are vague and not strong in hierarchy. The postgraduate stage is a critical period for the formation of values, and in the face of the complex social situation, postgraduates are vulnerable to the influence of bad social trends, so it is very necessary to strengthen the cultivation of core qualities of postgraduates. At present, the universities in China have not established clear objectives for the cultivation of the core quality of postgraduates, and the cultivation direction is rather vague and lacks hierarchy. The content of core quality cultivation is very empty and disconnected from the daily study and life of postgraduates, and the cultivation mode and means are relatively old, which cannot fully mobilize the enthusiasm and initiative of postgraduates, resulting in postgraduates

only passively accepting education and having a greater rejection mentality.

In view of the problems existing in the core quality cultivation of postgraduate students, this paper will focus on the following two key issues from the level of university teaching reform based on the fundamental task of fostering virtue through education, and the implementation path of core quality cultivation of postgraduate students under the mission of fostering virtue through education. The basic framework of core quality cultivation of postgraduate students is reconstructed and the corresponding implementation path is designed. In order to improve the cultivation method of postgraduate education, to integrate virtue and core quality cultivation into the process of postgraduate education, to provide an operable implementation path for the development of all-round postgraduate cultivation, and to further improve the quality of postgraduate cultivation.

3. A Framework for the Cultivation of Core Qualities of Postgraduate Students

In the new era, there is an urgent need for high-quality postgraduate education. Combined with the fundamental task of fostering virtue through education, we analyze that the core quality of postgraduate students should be a framework built up with ideals and professional competence as the center of the circle, supported by virtue quality, physical and mental health, learning ability, interpersonal communication, humanistic heritage, social responsibility and other sectors [11, 12], as follows:

- 1) Ideals and convictions. Now, China is at a critical period of building a modern and strong socialist country. As postgraduates growing up under the socialist system, they should first establish the common ideal of socialism with Chinese characteristics. As a postgraduate student in the new era, shouldering the historical responsibility of promoting the cause of building socialism with Chinese characteristics and achieving the great rejuvenation of the Chinese nation, you need to consciously combine the pursuit of personal ideals with the pursuit of social ideals, be a firm believer and faithful practitioner of the common ideals of socialism with Chinese characteristics, actively participate in the cause of socialism with Chinese characteristics in the new era, and be a new man of the times who takes on the great task of the great rejuvenation of the Chinese nation, so as to better realize the value of life and improve the realm of life. The quality of ideals and convictions is also the concrete embodiment of "virtue" in the five elements of virtue, intelligence, physique, beauty and labor.
- 2) Professional competence. At present, socialism with Chinese characteristics has entered a new era, and the demand of the state and society for high-quality

research talents has become more urgent. The professional research quality of postgraduates is a fundamental element of competence required for high-quality postgraduate talents [13]. With the acceleration of the new round of technological revolution and industrial change, postgraduates need to continuously stimulate their innovative vitality, contribute to the country with their intelligence and serve the society with their pioneering efforts, and continuously promote the national economic and social development to make new and greater progress, so the element of professional competence is the basic element of the core quality of postgraduates in the new era. Professional competence is also the specific embodiment of "intelligence" in the five elements of virtue, intelligence, physique, beauty and labor.

- 3) Virtue quality. Virtue is a code of conduct and an agreed standard of behaviour that adjusts between people and people and between people and society. Social harmony requires people to abide by rules, and virtue is the most basic and universal code of conduct that people should abide by. A high sense of responsibility and a sense of social virtue are the qualities of virtue that contemporary postgraduates should have. A graduate student with bad virtue cannot become a truly respected senior professional, nor can he or she do great things. After graduation, postgraduates go into society, only in accordance with the social moral requirements, consciously strengthen personal moral cultivation, improve moral quality, in order to better play their knowledge and skills, and make greater contributions to society. Virtue quality is not only a need for the personal career development of postgraduates, but also a need for social harmony and stability. Virtue quality is another specific embodiment of "virtue" in the five elements of virtue, intelligence, physique, beauty and labor.
- 4) Physical and mental health. The physical and psychological qualities of postgraduates are an important part of their overall quality, and their health and psychological qualities should be constantly improved as their qualifications are upgraded. With the many temptations of today's online society and the fierce competition in society, having a healthy mental state is the only way to properly face the future; problems with mental health can affect a person's lifelong development. In the process of postgraduate training, we should pay more attention to the shaping of sound personality and the refinement of willpower of postgraduates, who need to be able to know themselves correctly, not to be presumptuous or arrogant, and to understand society while better understanding their own physical and mental health. Psychological quality is also reflected in the ability to withstand setbacks. Postgraduates need to actively participate in education and training on frustration tolerance, enhance their frustration tolerance, master the methods of emotion regulation, learn to control and channel their emotions, and develop their

ability to cope with frustration and their ability to control and channel their emotions and resolve their own psychological crises. The quality of physical and mental health is a concrete manifestation of "physique" in the five elements of virtue, intelligence, physique, beauty and labor.

- 5) Learning ability. Learning skills are mainly in the areas of reading, comprehension, memory, induction and analysis. The ability to learn is vital to one's development. In the face of today's rapidly developing information technology, self-learning ability is particularly important, including the acquisition, review, refinement and summary of literature, the design of research methods and research pathways, and the collation and analysis of research data, all of which test their self-learning ability. A person's academic qualifications are only an externalisation of his or her learning ability; what makes him or her truly competitive is his or her ability to learn, and what is more important than a stock of knowledge is the ability to acquire new knowledge. Therefore, the task of education is no longer to teach all people everything, but to enable all people to learn. The quality of learning ability is also a concrete manifestation of "intelligence" in the five elements of virtue, intelligence, physique, beauty and labor.
- 6) Interpersonal communication. Good interpersonal skills as well as good relationships are one of the necessary conditions for survival and development. The progress and development of human society cannot be achieved without the excellent communication skills of human beings, and in modern society, communication skills have become an important criterion for measuring talents. Communication is the main way to maintain various relationships between people and organisations, and people use effective communication to strengthen the ties between people and organisations, improve work efficiency and maintain harmonious and stable interpersonal relationships [14]. For postgraduate students, good communication skills and abilities, whether for the coordination of work within the research team or to cope with the competition after entering society, communication skills are one of the key elements of indispensable abilities, but also an important reflection of a person's emotional intelligence.
- 7) Humanistic heritage. Humanities heritage refers to a person's understanding and mastery of humanities knowledge beyond his or her own major, and in a narrow sense refers to the internalisation of humanities knowledge and skills. The content of humanistic quality specifically includes the basic points of humanistic accumulation, humanistic sentiment and aesthetic interest, which are the spiritual driving force for a person's healthy and sustainable development and provide a constant source of nutrients for personal cultivation. The cultivation of a humanistic heritage focuses on a person's self-awareness, the cultivation of sentiment and the subtle transformation of emotions. A

person with a humanistic background is open-minded, emotionally pure and strong-willed. These have an important pushing effect on the learning and development of postgraduate students. The quality of humanistic background is also the concrete embodiment of "beauty" in the five elements of virtue, intelligence, physique, beauty and labor.

8) Social responsibility. A sense of social responsibility is the awareness, emotion and conviction that an individual is responsible for others, for society and for the country, as well as the corresponding norms, conscious attitude of taking responsibility and fulfilling obligations. At present, there are undesirable phenomena in society, such as attaching importance to individual value and disregarding collective and social value; attaching importance to the enjoyment of individual rights and disregarding the fulfillment of individual obligations, which are all concrete manifestations of the lack of a sense of social responsibility. Enhancing postgraduates' identification with and behavioural self-consciousness of social responsibility, establishing lofty ideals and beliefs, combining personal ideals with social responsibility, and assuming responsibility for society in the process of realising personal ideals. The sense of social responsibility of postgraduates is one of the necessary qualities for their comprehensive development, and they need to be deeply aware that the future and destiny of individuals are always closely related to the rise and fall of the country. Postgraduates should also have an in-depth understanding of the national, social and world conditions, live up to the mission of the times, closely combine the value of their lives with the needs of the motherland, and use their intelligence and wisdom to build the motherland and serve it, which is also a concrete embodiment of the sense of social responsibility.

4. The Implementation Path of Core Quality Cultivation of Postgraduate Students

To realize the organic integration of the core qualities of postgraduates into the daily education and management cultivation of postgraduates, it is necessary to adhere to the cultivation of postgraduate education and core qualities under the mission of fostering virtue through education on the basis of following the basic laws of education, while integrating the core socialist values into the postgraduate cultivation process [15]. This paper considers the design of the following implementation path.

1) Grasp the basic rules and update the concept of education. The innovation of the concept of postgraduate education should follow the basic rules of talent cultivation, consider the physical and mental health development of postgraduates and their career planning as the starting point, and design around the two aspects of study and life,

with a number of core quality indicators such as ideals and research ability as the framework. At the same time, the latest national policies and guidelines on higher education, especially postgraduate education, are used as a guide to highlight the dialectical unity of knowledge, ability and values of postgraduates in the design of the core quality cultivation path. The aim is to cultivate talents who are capable of national rejuvenation and needed for the construction of a strong socialist modern state, to meet the development of society and the times, to help postgraduates improve their overall quality, and to achieve organic unity between personal development and national needs.

2) The role of the mentor as a role model. Under the guidance of their mentors, postgraduates can not only learn professional knowledge and exercise their research skills, but more importantly, their mentors can teach students by example and cultivate their academic ethics and professional conduct in the process of guiding them in their research activities. Therefore, on the basis of the existing tutor management system, we consider further improving the tutor selection mechanism and clarifying the basic qualities and appointment conditions that tutors should possess. In the appointment process, it is important to adhere to the principle of virtue as the first priority and give priority to appointing teachers with high ideological and ethical standards and high professional quality, while strengthening the requirements for the scientific quality and professional competence of tutors. Mentors practise the ethical standards of ideal mentors, and through their own charisma and dedication to their work allow students to form mentorship in the process of interacting with their mentors, embellishing their role as role models and exemplifying their influence on postgraduate students in a subtle and ethical way.

3) Adhere to the principle direction and innovate the cultivation mode. In the process of core quality cultivation of postgraduates, adhere to the fundamental principle of fostering virtue through education, focus on the cultivation goal of qualified builders and reliable successors, through the whole staff all-round cultivation mode, the ideological and political education through the whole process of education, teaching and management services. Insisting on the combination of core quality cultivation of postgraduates and solving practical problems, the core quality framework system built up by postgraduates with ideals and professional ability as the center of the circle, supported by virtue quality, physical and mental health, learning ability and other sectors is targeted to improve postgraduates. At the same time, we should ensure the unity of knowledge and action, insist on guiding the cultivation of core quality and social practice, carry out professional practice activities, social practice and labour exercise, other series of practical activities, grow knowledge and increase talent in practice, and cultivate core quality. In addition, combining

motivation and criticism, we clearly oppose the utilitarian behaviour of postgraduates in the process of cultivation, develop good behavioural habits and internalise them into their core qualities through continuous trial and error correction, and actively encourage and guide postgraduates to walk steadily in the right direction.

- 4) The role of the classroom is brought into play and moral and intellectual education is insisted upon. The role of the classroom is brought into play by insisting on moral and intellectual education together. The teachers in the classroom are the group that postgraduates come into contact with most during their study period and have the greatest influence on them, so the major channel for them to educate postgraduates on virtue through multiple perspectives in the classroom is to implement the fundamental task of fostering virtue and improving the core quality of students. The ideology and politics course is the main position of cultivating virtue, and teachers of political science courses have the natural advantage to carry out education on ideals and convictions. If the postgraduate course on virtue education can be close to the current social life and target the realistic needs of postgraduates' success and development, it can give full play to the role of the main position of the postgraduate ideology and politics course. In addition, give full play to the advantages of professional courses and elective courses in the cultivation of core quality of postgraduates, break the barriers of disciplines and teachers' belonging, actively introduce experts from enterprises and institutions and research institutes to form teaching teams, and establish a professional teaching team of core quality of postgraduates across colleges, units and industries. Combining flexible and diversified methods, integrating relevant courses into the existing curriculum, changing the traditional classroom teaching methods, adopting academic lectures, academic salons or academic lectures, fully mobilizing the enthusiasm and subjective initiative of postgraduates, and continuously enhancing their core quality.
- 5) Strengthening effective coordination and optimizing cultivation mechanism. The cultivation of virtue quality and core quality of postgraduates is a systematic project, which requires the synergy of the first and second classrooms and the "three-wide cultivation" of the whole staff, the whole process and all-round. With regard to the framework of core qualities of postgraduates, we consider strengthening effective coordination, guiding students to cultivate core qualities based on their specialties around the goal of nurturing people, fully exploring the course thinking and politics in the first classroom teaching, consciously integrating relevant elements of core qualities into the course teaching, and realising the unity of values cultivation and knowledge teaching. At the same time, improve the assessment and evaluation mechanism, establish and improve the assessment and incentive system of the core quality

cultivation work of postgraduates, incorporate the relevant elements of the core quality of postgraduates into the daily cultivation target index system of postgraduates, establish a standardized system, improve the assessment and evaluation mechanism, and quantify the core quality index of postgraduates into the selection and selection of outstanding postgraduates. In addition, strengthen the team construction, rely on the team of counselors, teachers of professional courses and party and government management departments to form a joint effort, refine the core quality assessment indexes and process assessment of postgraduates with the principle of being close to students, practical and social needs, and put into practice the core quality cultivation of postgraduates under the mission of fostering virtue through education.

5. Conclusion

In the context of the modernization of higher education and the fundamental task of fostering virtue through education, many universities in China still have many problems in the cultivation of core quality of postgraduates. This paper constructs a framework and concrete implementation path for the core quality cultivation of postgraduate students under the perspective of the fundamental task of establishing moral education, with a view to implementing the fundamental task of establishing moral education through various ways, integrating the core quality cultivation into the process of postgraduate education, and promoting the continuous improvement of the quality of talent cultivation to meet the needs of the ever-changing social development.

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