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Reading • Writing • Practice: The Trinity of Postgraduates Study in Education Professional Degree

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Abstract

Reading, writing and practice are three important tasks in the professional study of postgraduates in education. The significance of reading is to accumulate professional knowledge, explore researchable problems and improve humanistic accomplishment; the choice of reading materials should follow the three basic principles of classics, theory and relevance; reading should adopt the method of reading often, combining reading with thinking, and combining intensive reading with extensive reading. The significance of writing is to make the implicit thinking explicit, oral expression written, scattered expression systematized; interest, value, innovativeness and feasibility are general principles for determining the content of writing; when writing, we should correct our writing attitude, follow the general steps of writing and use writing methods skillfully. Practice is not only the requirement of professional skills' formation, but also the need of proving problems students studied, which can be divided into trainable practice and investigational practice; Students should make full preparation before practice, ensure the implementation effectively in practice, and reflect timely after practice.

Keywords

Reading, writing, practice, Postgraduate of Education Professional Degree, study

1. Introduction

Educational postgraduate students are more and more popular among examinees. Now the number of postgraduate students who register for education major every year is increasing, we can see the important value of educational postgraduate students to the society. Now the number of students enrolling for Master of Education every year is very high. In this case, to ensure the quality of education postgraduates' training, we need to conduct a comprehensive investigation from all aspects. The author believes that reading, writing and practice are the important tasks of the "trinity" for educational degree masters' professional learning.

2. Reading

2.1 Why read

2.1.1 Accumulate professional knowledge

Reading can accumulate basic professional knowledge. In view of the professional requirements of Chinese teachers, as a future Chinese teacher in primary or secondary schools after graduation, a graduate student with a professional de-

gree in education is required to have extensive professional knowledge. The thickness and depth of a teachers' knowledge accumulation determine the length and width of his career. These professional knowledge consists of educational knowledge, Chinese subject knowledge, language educational knowledge and so on. The purpose of learning educational knowledge is to make the graduate students have background knowledge of general educational theory; the purpose of learning Chinese subject knowledge is to make the graduate students have a profound knowledge background of Chinese subject knowledge; learning the knowledge of Chinese education is to let postgraduates get the knowledge of how to teach Chinese knowledge. They are interrelated, mutually influencing and interdependent, which form an organic whole of the professional knowledge of postgraduates in education and jointly promote the overall improvement of postgraduates' professional knowledge. Educational knowledge includes pedagogy, psychology and other knowledge, Chinese subject knowledge includes Chinese knowledge, ancient Chinese literature, modern and contemporary literature, foreign literature and other knowledge, and Chinese educational knowledge includes Chinese curriculum theory, Chinese teaching method and other knowledge. Therefore, current masters of education are asked to read a lot of literature to acquire and accumulate knowledge.

2.1.2 Explore research problems

One of the important ways for postgraduates to obtain research problems is to read existing literature. On the basis of reading a wealth of literature, postgraduates can grasp the current research trends, choose their own research fields, explore their own research problems, determine their own research topics, and carry out their own academic research. So graduate students need to read the literature. Writing an article is not a slap on the head, but based on reading a lot of literature. Come up with their own questions and opinions on the premise of grasping the current state of research. Therefore, students should learn to read literature and establish a certain theoretical literature basis.

2.1.3 Improve humanistic accomplishment

Reading can enhance one's own humanistic cultivation. An important prerequisite for postgraduates to be able to communicate with others is that they have their own opinions, and an important prerequisite for this opinion is that postgraduates should read literature to acquire knowledge. The process of reading for graduate students is also a dialogue with their own minds, because in the process of reading, graduate students are communicating with the author of the book. A person's temperament, taste, vision, appreciation level, values and so on are the key factors affecting the quality of life, and these are all related to reading. All kinds of professional knowledge are the way to explain the world. Postgraduate students who have a wide range of knowledge will make themselves more intelligent, then they'll have an open-minded mind and a lofty vision. Reading can help graduate students increase their educational wisdom and change their spirit, temperament and conduct. Reading is also able to let us away from the crowd, let our impetuous mind become full. Reading is the growth of spiritual life, aimed at enrichment and sublimation. The growth of life lies in the "time of practice" every day. Innovation is to let intelligent life constantly

2.2 What to read

For master of education students, the content of literature reading is mainly about education (focusing on curriculum and teaching theory) and subject education (such as Chinese curriculum and teaching theory). The types of literature are mainly professional works, journal papers, newspapers, etc. The forms of the documents are mainly paper and electronic. Emphasis should be placed on reading the works and journal research results on the principles of curriculum and teaching theory, subject curriculum and teaching theory. The selection of reading materials for postgraduate students majoring in education should follow three basic principles: relevance, classics and theory.

2.2.1 Relevance

Relevance refers to that postgraduates try to find relevant literature around their professional field or research direction when reading literature, which helps them to focus their time and energy on reading literature related to their major and broaden their professional knowledge or research field knowledge, instead of blindly casual reading, and distracting their energy. Especially in the thesis writing, it is necessary to search for literature around their owe topic to read. Only in this way, they can deepen the thorough reading of the relevant literature on this topic, increase the information acquisition of this topic, facilitate the subsequent analysis of the literature, grasp the current research trends, and put forward their own views. This is consistent with the principle of "digging a pit and drilling a well". It is better to drill a well in one place than to dig pits everywhere.

2.2.2 Classics

Because some of the literature is poor in thought and content, graduate students are encouraged to read representative, authoritative and classical literature. If they don't read classics, their rational thinking ability will not be improved, their

academic research will inevitably stay at the superficial level, and their academic development space will be extremely limited. Classical works tend to contain some important ideas and views and have greater value. For postgraduates, it is necessary to read some classical works, which can better promote them to master some core connotations and principles, and promote the enrichment and improvement of their professional knowledge. Graduate students should read the classics, not just interpreted works. Focus on reading through the original literature and studying texts (Liu, 2014).

2.2.3 Theory

Some people tend to think that professional master's students focus on developing practical skills, so they don't need to read a lot of theoretical professional academic works. Not so much. The formation of practical skills must be based on certain theoretical literacy, otherwise such skills will be "weak", or they do not know the "origin" of their skills. Therefore, professional postgraduate students should be allowed to read certain theoretical academic works, so that they can have a certain theoretical literacy. In this way, they will have theoretical support and guidance when forming their own skills. Without a certain professional theoretical accomplishment as the basis, such skills will appear to lack theoretical guidance.

2.3 How to read

2.3.1 Read often

Regular reading is to develop the habit of reading, so that reading becomes a habit of life and study, rather than a passive "chore". Frequent reading can contact with much new knowledge, let new knowledge and their original knowledge communicate and integrate, so that their knowledge is constantly updated and enriched, which makes their thought more fluent and keen. ZhuXi’s poem: “How could it be so clear and cool? For fresh water comes from the source.” confirms this truth.

2.3.2 Combine reading with thinking

They should think after reading, otherwise their brain will not be used. Only by thinking can they mobilize their original knowledge and thinking, so as to participate in the material they are reading, make their knowledge and the knowledge in books establish a kind of communication and collision, and realize the communication and integration between the reader's vision and the author's vision. The highest level of reflection is the birth of new knowledge and the generation of new wisdom. Reflective Critical consciousness can improve the cognitive level of liberal arts graduate students (Xiao, 2014).

2.3.3 Combine intensive reading with extensive reading

When reading literature, graduate students should combine intensive reading with extensive reading. On the one hand, postgraduates are asked to use the method of extensive reading. In the initial stage of research such as data review, it is not necessary to read the literature intensively, only need to read the literature extensively, know the chapter catalog of the literature, and the main framework structure and points. Postgraduates need to choose to read a lot of books, dabble in a wide range of novels, prose, classical Chinese and so on as long as they are interested in. Therefore, in extensive reading, if it is a work, they can mainly read the title of the work and chapter table of contents; If it is a thesis, they only should read the thesis title, abstract, keywords and main framework. On the other hand, postgraduates are asked to use the method of intensive reading. Intensive reading means that when reading a document, they should read deeply, thoroughly and understand the document fully. The reason for intensive reading is that once certain documents are identified as classical documents or professional masterpieces, important methods and ideas of these documents should be carefully read and analyzed in order to be used. So sometimes a document will be read several times, just as the ancients said: "Read a book a hundred times, the truth is self-evident."

3. Writing

3.1 Why write

Writing makes one's implicit thinking explicit. Writing is an explicit form of their thinking that helps them keep recording what is in their mind. Sometimes a person's thoughts or ideas or "inspiration" are generated in a certain situation. For example, in the process of reading, in the process of listening, or even in a certain scene of daily life. Thinking is the kind of thinking that originates in the human brain, but the concept or idea is generally stored in the brain only for a certain period of time. Therefore, if they don't write down what they think in mind timely, it will be fleeting and soon forgotten. "A bad pen is better than a good brain" is exactly the truth. So, when an idea or concept comes to mind, write it down, even if it's just a few words, ideas, or even a few keywords. These "key""core" ideas may become clues for

further writing. Because these thoughts are their own real thinking, derived from their own real thinking, with their own understanding and judgment.

3.2 How to write

3.2.1 Correct writing attitude

Treat essay writing as a problem-solving process. Not to publish a paper or review a scholarship, but to pursue the exploration of a problem. Publishing papers is an extrinsic value, while researching and solving problems is an intrinsic value. If it is only for the external value of scholarship evaluation, the graduate students will not really participate in the paper writing, and will not write a good paper, because they do not really put their heart into the paper writing, there is no real thinking and exploration.

3.2.2 Follow the general steps of writing

First, determine the topic. Determining the thesis title is the first prerequisite for writing the thesis. As the saying goes, "A good beginning could be half way success". Only when the topic of the thesis is selected, the framework of the thesis can be set up, and the discussion can be wonderful, otherwise the follow-up work may be in vain. Second, design the framework. The thesis frame is very important for a thesis. Building the frame of a thesis is like structuring the frame of a building. Only the framework design is complete, the main body of the thesis will be systematic, rather than disorderly piling. Thirdly, the specific discussion. To elaborate means to use the collected materials or data to analyze and discuss some of previous points. Argumentation methods include parallel argumentation and progressive argumentation.

3.2.3 Use writing methods skillfully

First, catch inspiration in time. As soon as you have an idea, write it down, whether it's corret or not. Because the mind is generally presented with scattered ideas, it is difficult to be a systematic discourse. It is determined by the fragmented nature of thinking. So whenever something comes into your mind, write it down. You can write it down in your notebook or on your phone. Because if you don't write it down, you'll forget it. Over time, the accumulation and consolidation of these scattered thoughts may form a systematic thinking about a problem. This is directly related to the accumulation of scattered records before the thinking. Therefore, whenever certain keywords or ideas come to mind, write them down. Both paper notes, and electronic text notes, are available. Thought or innovative thinking knowledge is produced in a certain context, after this period of time, a certain thinking or inspiration may pass in a twinkling, difficult to recall. So, help them develop some good habits of writing down as soon as they come up with a good idea. These thoughts that are recorded may not be used in the thesis at the time, but they will always be used in later thesis writing. Jotting down a thought means to write it down immediately after thinking about it, otherwise it will be quickly forgotten. It may only be certain key words, certain sentences, or certain paragraphs. These thoughts that appear in your mind are the most direct understanding and experience when you read. These direct and authentic opinions come only during the reading process.

Secondly, change the perspective to modify. Revising an article is also an essential part of writing an article. "constant modification makes a good article". The writing of academic papers is different from the writing of prose and other articles in different styles, some of which may "go at one go", however, the writing of academic papers often cannot be achieved in this way, which requires longer time and multiple modifications to complete. Therefore, graduate students can modify them by changing perspectives. There are two ways to change the perspective: one is the assistance of other subjects. After finishing the thesis, students can change a perspective, read and think from other perspectives, which may lead to different views. Therefore, classmates or teachers may wish to help modify postgraduates' articles through communication, discussion and other forms. The other one is to revise thesis by themselves after a period of time. After writing the first draft, postgraduates need to "put it on", do not hurry to modify, because when the thesis is written, general authors think their thesis is excellent, and has fully expressed their views, there is no shortage, the thesis is very perfect. But when they go back and think about it after a while, they may have a new perspective and some new ideas. Modifying thesis by themselves should pay attention to four aspects: one is reviewing the topic themselves, they are asked to review whether the topic is novel? Whether other people has written a similar problem, and do not follow the crowd. The next, self-check whether the language of the thesis is accurate and smooth; Third, check whether the logic and level of the thesis is clear, the content of thesis is not listed and stacked; Fourth, check whether the reference is standard and authoritative.

4. Practice

4.1 Why practice

4.1.1 The requirement of professional skills' formation

As an applied type of graduate education, the training of master of education graduates should be oriented to the demand of education occupation and focus on the training of educational practical ability, so the training of practical ability has special significance (Zhou, 2015). The professional skills to be cultivated for master's degree students in education are determined by the practicality of their training objectives. After graduating, graduate students with a master's degree in education will be engaged in practical work, which requires them to have practical skills. The formation of teaching skills is inseparable from practice. In the orientation of training objectives, professional postgraduates are different from academic postgraduates. The academic master's degree is to cultivate students' academic research ability, but the training objective of professional master's degree is to cultivate research-oriented professional skills. The major is designed to serve the study of professional skills rather than the study of academic theories. The professional skills of postgraduate students majoring in education should be gradually formed through continuous practice on the basis of mastering professional theories. In short, they should use theoretical knowledge in practice and actively participate in all kinds of practical activities. They should not only understand theory but not practice. They shouldn't "read mechanically, to be a bookworm, or read with no future". In addition, in the process of postgraduate practice, students may have more practical experience of the education profession, so that they will love teaching and teaching profession. Comprehensive reform of master degree education in China which focuses on cultivating and promoting practice ability and professional skills of graduate students (Zhang, 2014).

4.1.2 The need of proving problems students studied

The topic selection of the dissertation for master's degree in education is generally required to be related to practical problems, rather than purely theoretical research problems. The arguments in a dissertation should include data and cases, not just theoretical arguments. Therefore, when writing the practical research part of the thesis, master's degree students in education generally need to carry out practical design, and then go to primary or secondary schools to obtain data, and finally analyze the data obtained from practice to draw a conclusion.

4.2 What to practice

4.2.1 Trainable practice

The purpose of practice is to develop the professional skills of master's degree students. Trainable practice requires students to do professional exercises which can improve their special skills. Practice includes educational probation, internship, and the exercise of “pen word, calligraphy, words written with chalk and mandarin”.

4.2.2 Investigational practice

Research practice is the practice that is carried out for the needs of the research problem, which it mainly points to the practical research part of the problem research. The types of research practice mainly include carrying out the practical research part of the graduate thesis and participating in the practical research part of the tutor's project. The methods of research practice mainly include investigation and experiment. The purpose of the survey is to study the problem, by using questionnaire, interview, observation and other means to obtain relevant data, finally investigate the current reality of the research problem; The purpose of the experiment is to test the scientificity of relevant theories put forward in the research, and to correct the unreasonable conclusions.

4.3 How to practice

4.3.1 Make full preparation before practice

Before practice, two aspects should be prepared: mental preparation and technical preparation. The so-called psychological preparation mainly means that graduate students should have positive psychological tendency to engage in practice, rather than negative psychological tendency. Postgraduates should be active, responsible and serious in their practice, rather than feel that the practice is a burden and formal task for them. Technical preparation mainly means that graduate students should be ready to practice all the technical matters required. For example, in the practice, it is necessary to practice the relevant textbooks, teaching plans and other books ready; In research practice, students need to prepare some equipment such as recorder pen and video camera.

4.3.2 Ensure the implementation effectively in practice

In the process of practice, the graduate students should do it firmly, but not in the formalism. Whether in trainable

practice or in research practice, they are required to carry out practical tasks and accomplish goals according to the general rules of practice.

4.3.3 Reflect timely after practice

After the practice, postgraduates should reflect and summarize in time. The purpose of practice reflection and summary is to improve the practice validity. The content of practice reflection and summary can be carried out from positive and negative aspects, which not only summarizes the advantages of practice, but also finds out the shortcomings, analyzes reasons, and puts forward suggestions for improvement.

5. Conclusion

The above three aspects of reading, writing and practice are not separated, but interrelated, mutually influencing and trinity. Reading affects writing, only reading well, can they write well; The results of writing affect the practice, only put forward new ideas in writing, can they practice well. On the contrary, practice will further promote the reflection of reading and writing. The relationship between reading, writing and practice is the relationship between theory and practice essentially. Reading and writing are the process of reading theory, constructing and putting forward one's own theory; practice is the process of applying the theories they have proposed or learned into practice. In turn, practice is also a process of testing the theories you read and put forward. The author thinks that the above practices are more effective in the practice of guiding graduate students in education for many years. We should make reading, writing and practice become the habits and methods of graduate students to form their self-directed learning (Shao, 2015).

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