

Reforming of Training Statistic Special Talents

Cuiying Wufeng-qing

Dept. Statistics China Coal Economy College Yantai Shandong China

E-mail: ytcy@public.ytptt.sd.cn

It is the key problem that we must make it important and solvable in higher education, to train “what is he like” and “how to train” in the systematic project of training statistic talents. So our focus at issue is the training goal and pattern of statistic education.

1.the Reviewing and Consideration of Goal Training of Statistic Talents

According to traditional opinions in education, It is the first premise of defining goal training to judge where to go after the graduated. Statistic education’s goal in colleges and universities defined from this premise, which has formed a comment pattern in China. That is to say, “to train highly versatile special talents who can be engaged in practicing and teaching statistic work in the enterprise and institution; economic administrative office; college and university; and institution for scientific research etc.” Since the 1990, under the double press within significant reforming in statistic and evolution in higher education’s thought, and hastened by surrounding changes in economic structural reforms and information technology, the traditional, general and “Trinity” education goal’s opinion became the focus at issue in statistic education circles. The difference lies in the crucial question, “training what is he like” which divides into two detailed aspects: guiding profession and training pattern. On one hand, the guiding profession has diversification after graduation; on the other hand, the training pattern has more reasonable research achievements which supports the conclusion of training special talents from universal genius, who is a statistic special talent with down-to-earth foundation and wide knowledge. Theoretically, there is no problem deserving statistical education goal that establishes deep comprehension on economic surroundings for society and holds fully to current situations of higher education in China. But practically, the goal is regarded as having lack of efficiency. Could it be said that statistic education’s goal in China is “described confusion and defined as unclear”? There has specially appointed logic constructed by itself for this specially appointed problem. This issue for training goal of statistic education should first return to its initial starting point which is the problem to train “what is he like?” We should define to train “what is he like?” according to the competence of statistic talents. We should regard that we don’t pay close attention to the previous.

Proceeding from training “what is he like?” the goal of education is to become ideal quality chose by students and to make students as initiative a person through teaching and studying mutual promotion. This is an essential distinction form the instrumental education of looking at students as a “product” of educational produce flowing process. When we look back at our goal of statistic education, we will find that it is not too concrete, but rather it is too confusing. It attempts to include all, but instead it becomes lack of elastic restriction. So, we think that the core of the statistic education’s goal is promising the m the rights to construct themselves, rather than arranging them to go to on office or enterprise and training special talents or universal genius or both talents. The purpose is to help the students develop themselves in possible direction.

2.the Reforming of Training Pattern: from closing to opening

We call the training pattern a closed traditional special limited with course limited, textbook limited, long in schooling limited and testing limited. It must be an inevitable form of lack of elastic restriction for the students who must be trained in standardization talents with uniform, lack of individual character and innovation consciousness. So, we think that the reforming goal of “how to train?” is to construct and provide a guiding, encouraging, restricting and open structure which is based fully on respecting the students right to choose and through understanding the educational surroundings by teacher.

2.1.Specialties Offered. Through specialties offered, the purpose is to reach forcible stipulation for the students’ knowledge structure even profession by teacher. This is decided by our higher educational system along with the traditional branch of department and trade. When the economic reform asks talents to be multidimensional, wide-scope, deep-based, and versatile, we have given reformation to statistic education in colleges and universities. The reformation of specials offered is the most obvious among them. Presently, there has been only one special statistic in the whole country’s colleges and universities, and there have been special directions, for example, future and security analysis, insurance actuary, investment analysis etc. offered on the basis of market needs. The purpose is to provide more choosing chances and rights

for students. This reformation will be effective. We find that the market plays an important role at the reformation of statistic education, and promotes the objective reform from the thought of specialty offered reformation.

2.2. the System of Course. The system of course is an indirect definition for special and extra expression of knowledge construction of students. The closing of original training pattern reflects highly the closing of the course system. So, it is core to establish opened system of course in all reforming of training patterns with statistic talents.

First: the synthesis of course system. The statistical subject limits statistical special courses over a long period. This is low synthesis. It is a bad consequence known as time goes by. It is a process in long-term, gradually, detailed, ordered construction, and needs a large amount of energy to be guaranteed. Meanwhile, synthesis is not only the “reform of addition” on knowledge, but more importantly it is training the ability to organize and integrate the knowledge. Then to make the superiority of simple subject become opened synthesis superiority. So, we can say the synthesis of course construction is the most reasonable synthesis of course system, whose practical sense lies in going on the “reserve reforming” of course. Through external integration among every internal subject system, the purpose enforces the synthesis of course. While the thought of reforming is still to give students a right to choose, and make them realize the most reasonable of their knowledge system through the external information and the course choice.

Second: distinction in the specialty using course unit. Now, statistical distinction in China’s colleges and universities is based generally on class, i.e. the regular class addition on different courses. We think distinction of the specialty using course unit is better. It is to say that give a comment courses and different special required course, then break out teaching pattern on class and combine the class with students’ own free wills. Once someone has finished certain course units, he can get the relevant acknowledgement. At the same time, we also permit students to choose different course units from the course group through their own conditions.

2.3. Teaching Method. Outwardly, the teaching method almost equals the teaching art, which is on “individual” factor, but essentially, it is the problem that produces system by teaching method. Instrumental education lacks the encouragement of teachers to innovate and does not make using innovative teaching tools as important. The main body’s education needs to realize the importance of teaching from “teach” to “accept”, and its teaching method is to realize the stimulation and spreading of the main consciousness for the students in the double inter-putting construction between teachers and students. The purpose is to make the students’ qualities better. The opened inter-putting teaching and studying will become an all new teaching method and “fountainhead of watering” with great and plentiful means.

3. Conclusion

In a word, if we want to make the talents trained by statistic education in China turn into innovative ones, the key problem is to make the students achieve the same opinions with the teachers. The purpose is to make the students’ initiative choice play an internal and essential role, to realize training of the innovative talents. To reach it, we need to give students sufficient rights to choose, meanwhile provide a system of guiding, encouraging and guaranteeing them using their rights. Through using the “Chinese Statistic Education Web”, we can establish the information opened system for training pattern of statistic education all over the country, and encourage every college and university to make further efforts in the information opened and in protecting the students to choose their rights.

la R é formation de la Mod è le de Formation des Talents Statistiques (R é sum é)

L’ article commence par le revue d’ objet de la formation des talents statistiques, afin d’ é tudier la r é formation de la mod è le de formation des talents statistiques, et propose qu’ il faut d’ abord à respecter le droit de choix des é tudiants, et etablit un m é canisme de conduite, d’ excitation, de contrainte et de protection.