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Exploration and Practice of the Training Model for Master's Students in Cultural Relics at Anyang Normal University

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Abstract: The Master's program in Cultural Heritage is designed to meet the societal demands for professional expertise in the field of cultural relics. With social needs as its core objective, the program establishes targeted training requirements for cultural heritage professionals. To achieve these goals, this study adopts the "Four Adherences" as foundational pillars, constructing an integrated "Objective-Process-Platform-Mechanism" framework. can be promoted and applied in similar colleges and universities and related majors across the country, providing an effective solution for the training of high - level and application - oriented cultural and museum talents.

Keywords: Cultural Relics Major; Talent Training Model; Master's Students.

1. Introduction

In 2020, the Ministry of Education issued the "Opinions on Accelerating the Reform and Development of Postgraduate Education " (hereinafter referred to as the "Opinions"). Among them, it put forward "adhering to the demand - oriented principle, and comprehensively enhancing the ability of postgraduate education to serve regional development" as one of the basic principles for reform. The overall goals are: "By 2025, basically build a high - level postgraduate education system with a more optimized scale and structure, more improved institutional mechanisms, significantly enhanced training quality, outstanding contributions to meeting needs, and expanding international influence. By 2035, initially build a postgraduate education power ". [1]

In the "Catalogue of Postgraduate Education Disciplines and Majors" issued by the Academic Degrees Committee of the State Council and the Ministry of Education in 2022, the professional degree category of "Cultural Relics and Museums" was abolished, and instead, two professional degree categories of "Museums" and "Cultural Relics" were established. Undoubtedly, this arrangement is to further deepen the demand - oriented reform of talent training, so as to achieve the "specialization" goal of professional degree postgraduates. In particular, the Cultural Relics major is set in the interdisciplinary field, aiming to cultivate cultural relics professionals who can meet different needs. Therefore, the listing of Cultural Relics as an independent professional degree category is an important measure to achieve the overall goals of the "Opinions". Against this background, exploring and constructing a demand - oriented, high - level and professional cultural relics talent training system is a need of the times and the situation.

2. Exploration of the Training Methods for Cultural Relics Professionals

According to the statement of the Society of Academic Degrees and Postgraduate Education, the master's degree in Cultural Relics is a professional degree established to adapt to the high - quality development needs of cultural relics cause in the new era, promote the speed and quality of knowledge production and innovation in the cultural relics discipline, improve the talent training system, innovate the cultural relics talent training model, and improve the quality of cultural relics talent training. In the process of training master's students in Cultural Relics, we should take the demand for talent training as the guide and construct a three - dimensional and multi - level education and training path.

2.1. Formulating the Talent Training Program for Master's Students in Cultural Relics Professional Degree

All training methods start from the talent training program and finally return to it. The talent training program is generally revised in accordance with the logic of forward design and reverse implementation. Based on social needs, first, the talent training objectives are designed; second, graduation requirements are formulated to support the training objectives; finally, the curriculum system is constructed to support the graduation requirements. In specific practice, evaluation and verification are carried out one by one from courses to the curriculum system, then to graduation requirements, and finally to the talent training program. We formulate the talent training program for master's students in Cultural Relics professional degree in accordance with the demand - orientation of their training, and adjust and revise it according to the actual situation. [2]

2.2. Establishing a Process - oriented Training System with In - depth Participation of Tutors

In postgraduate training, tutors are the primary responsible persons. First, it is necessary to establish a multi - disciplinary and cross - industry tutor team; second, tutors should participate in the entire process of postgraduate training, including formulating training plans, curriculum learning, practical teaching, and graduation theses; finally, improve the "double tutor" system, build a high - level team of off - campus tutors, so that students' practical learning can be

implemented with the participation of off - campus tutors. In response to the above issues, the training institution has carried out targeted work.

1. Thoroughly implement the system of tutors being the primary responsible persons. Provide training and guidance to tutors, clarify their responsibilities, and give full play to the leading role of tutors in talent training. After postgraduates enroll, tutors should arrange for them to participate in projects, conduct research, and write papers, combining the cultivation of innovative ability and application ability.

2. Further give play to the advantages of industry tutors. The training institution has invited outstanding industry tutors from institutions such as the Academy of Social Sciences, Henan Provincial Institute of Cultural Relics and Archaeology, Anyang Municipal Institute of Cultural Relics and Archaeology, Yin Ruins Museum, and Anyang Museum to provide guidance for students' courses and practical learning.

2.3. Constructing Multi - platform Practical and Innovative Bases for Postgraduates

Master's students in Cultural Relics need to deal with practical problems in the future. These problems come from local professional work units. Therefore, the training of postgraduates must rely on local cultural and museum institutions. According to the set talent training objectives, there must be appropriate and sufficient practical bases to provide practical opportunities for the cultivation of postgraduates' application ability. Therefore, governments, public institutions, and enterprises related to cultural relics and museums are all the postgraduate practical bases that we need to develop under the new situation to achieve in - depth university - local cooperation.

2.4. Establishing an Interdisciplinary Collaborative Innovation Training Mechanism

The listing of the Cultural Relics professional degree category in the interdisciplinary field clearly aims to solve cultural relics - related problems by using the achievements of multiple disciplines. With the development of cultural and museum cause, in addition to traditional archaeological research, the roles of cultural relics restoration and protection, cultural relics arrangement and research have become increasingly prominent. These aspects mainly involve not only archaeology but also chemistry, physics, biology, computer science, and epigraphy. Under such circumstances, it is imperative to establish an interdisciplinary collaborative innovation training mechanism.

3. The Training Model for Master's Students in Cultural Relics at Anyang Normal University

Since the addition of the master's program in Cultural Relics in 2022, our training institution has been exploring talent training methods. After three years of exploration and practice, certain achievements have been made in education.

3.1. Persisting in Improving the Talent Training Program and Building the "5 - 3 - 3 - 3 - 5" Talent Training Model

The talent training program for master's students in Cultural Relics is a process of gradual improvement. Since 2022, the state has put forward specific requirements for the fields and specific training requirements of talent training, which can be referred to the information in the second part. From the basic talent training program reported for the addition of the Cultural Relics major in 2022 to the one put into use in 2024, and then the revision of the 2024 talent training program in 2025, a complete training program has been gradually formed in terms of talent training objectives, graduation requirements, and research topic system in accordance with the characteristics of our university.

In general, the training program is designed in a forward manner from talent training objectives → training methods → training links → graduation requirements → curriculum setup. However, in the specific implementation of the training program, it is carried out in a reverse way, starting from curriculum setup to graduation requirements and then to training objectives. In order to achieve the talent training objectives, we summarize this talent training program as the "5 - 3 - 3 - 3 - 5" training model, that is, 5 curriculum modules support 3 graduation requirements (basic quality, basic knowledge, basic ability), and finally achieve 5 training objectives through 3 training links and 3 training methods.

3.2. Adhering to the Tutor's Primary Responsibility System and Building an "Innovation +" Education Model

Adhering to the tutor's primary responsibility system is a practical need for the innovative training of talents. Master's students in Cultural Relics need to develop both innovative ability and application ability. Neither innovative ability nor application ability can be achieved overnight; they require long - term guidance and training. The "hands - on" teaching method is the only way for postgraduates to quickly master learning ability, and this task can only be completed by tutors.

In response to this, our training institution has put forward the "Innovation +" education concept. After students enroll, tutors should carry out education based on this concept, which specifically includes Innovation + teaching methods, Innovation + participation in research projects, Innovation + thesis writing, and Innovation + application practice. The innovation here does not refer to the innovation in the forms of teaching, research project research, thesis writing, or application practice, but means that tutors take "innovation" as the core concept in specific guidance work, inspire students to identify problems in learning, project participation, thesis writing, and practice, conduct in - depth thinking, and cultivate "innovative" thinking ability.

3.3. Adhering to Open Education and Building the "Three Huan" Talent Training Platform

Postgraduate education should focus on the academic frontier and provide postgraduates with scientific research and innovation platforms. Therefore, we should adhere to open education and build the "Three Huan" talent training platform: Huanshang Forum, Huanshang Salon, and Huanshang Chunqiu, so as to construct a "trinity" academic training ecology.

1. "Huanshang Forum" - Input and Guidance

The "Huanshang Forum" is an effective way to break academic barriers and broaden horizons. Every year, the forum invites 6 - 10 top domestic and foreign experts and scholars to introduce the most cutting - edge theories,

methods, technologies, and hot issues in the discipline directly into the campus. This prevents students from "working behind closed doors" and enables them to always think about problems from the academic high ground. It not only imparts knowledge but also sets academic benchmarks and stimulates research interest and innovative inspiration.

2. "Huanshang Salon" - Internalization and Collision

The "Huanshang Salon" is held intensively 1 - 2 times a year, and each training group holds small - scale salons irregularly as needed. The holding of salons can promote knowledge digestion and active thinking, which is a key transformation from "listening" to "speaking". Postgraduates need to sort out their research ideas and express them clearly in front of peers and tutors. This method greatly exercises their logical thinking ability, oral expression ability, and on - site adaptability. The questions and debates in the salon can effectively expose the weak links of the research, inspire new ideas, and cultivate critical thinking and academic communication ability. This is an important step for postgraduates to transform from "students" to "researchers".

3. "Huanshang Chunqiu" - Consolidation and sublimation

"Huanshang Chunqiu" enables postgraduates to condense what they have learned, thought, and reflected through the "Huanshang Forum" and "Huanshang Salon" into well - reasoned written materials, completing the "last mile" of academic research. This systematically exercises their academic writing ability, literature sorting ability, and awareness of standardization. Seeing their research results turned into words is a great encouragement to students and can greatly enhance their academic confidence. This collection of essays is not only a display of academic achievements but also an important "stepping stone" for future job hunting or further study.

In summary, the "Three Huan" platform truly embodies the student - centered educational concept. Through a set of interlocking and progressive mechanisms, it pushes postgraduates to the center of the academic stage and comprehensively hones their core qualities as future scholars. This not only has a great impact on the personal growth of students but also provides a valuable example for local colleges and universities on how to run master's programs with distinctive features.

3.4. Adhering to the Full - process Guidance of Industry Tutors and Building a University - Local Collaborative Education Model

Adhering to the full - process guidance of industry tutors is not just inviting a few experts to give lectures several times, but integrating industrial forces deeply and systematically into the entire chain of talent training. Industry tutors participate in the whole process of curriculum guidance, thesis topic selection, and practical links to cultivate students' application ability. University - local collaborative education takes the units of various industry tutors as practical bases and carries out cooperation in the form of projects. From the project proposal to the project conclusion, university teachers, industry tutors, and postgraduates complete the project together to achieve a win - win - win situation. This research - oriented education model is mainly reflected in the following aspects [3]:

1. Upgrading from the "double tutor" system to the "integrated tutor team". The traditional "double tutor" system sometimes becomes a mere formality, with on - campus tutors and industry tutors each taking charge of their own sections. However, we emphasize "full - process participation", which means that industry tutors are not supporting roles but form a collaborative team with on - campus tutors. This in - depth integration ensures that the training direction is always in line with industry needs.

2. "Project - driven" is the core engine to achieve the "win - win - win" situation. "Carrying out cooperation in the form of projects" is the essence of the model. For students, they are no longer onlookers or simple interns but participants and contributors to real projects. The full - process participation from project proposal to conclusion allows them to face real - world problems (such as technical difficulties in cultural relics restoration, on - site decision - making in archaeological excavation, and public needs in exhibition planning), which greatly exercises their comprehensive ability to solve complex problems. For university teachers, cooperative projects become vivid scientific research topics, promoting applied research, making academic research more "grounded", and feeding back to teaching. For industry units (tutors), they directly obtain intellectual support and talent reserves from universities, and the project results can effectively solve the practical problems of the units, improving their enthusiasm for cooperation.

3. "Functionalization" and "connotation" of practical bases. Practical bases are no longer simple "listed units" but have become "project incubators". Taking the units of various industry tutors as bases provides a stable platform and clear carrier for practical activities, avoiding the randomness and fragmentation of practical links.

4. Conclusion

The training model for master's students in Cultural Relics and Museology at Anyang Normal University takes the "Four Persistences" as the pillar and constructs a "goal - process - platform - mechanism" four - in - one organic system. It has successfully solved the problems in traditional training, such as the disconnection between theory and practice, insufficient innovation, and misalignment with industry needs. By being learned from by sister colleges and universities, attracting the attention of authoritative media, and producing a series of scientific research and teaching achievements, this model has developed into an "Anyang Normal University Model" that can be promoted and applied in similar colleges and universities and related majors across the country, providing an effective solution for the training of high - level and application - oriented cultural and museum talents.

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