

Discussion on the Major Culture of Marine Fisheries Science and Technology

Hailong Xu^{1,2,3,a,*}, Shixin Wu^{1,b}, Lili Xu^{1,2,3,c}, Wenting Cui^{1,2,3,d}

¹College of Fishery, Tianjin Agricultural University, Tianjin, China

²National Demonstration Center for Experimental Aqua-Ecology and Aquaculture Education Tianjin Agriculture University, Tianjin, China

³Tianjin Key Laboratory of Aqua-Ecology and Aquaculture, Tianjin, China

^abeiji80@163.com, ^b99360913@qq.com, ^cxvlili1990@163.com, ^dwentingcui21@163.com

*Corresponding author

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Abstract: Major culture is an important part of campus culture and a powerful spiritual driving force for the cultivation of professional talents. Marine fishery science and technology is a combination of multidisciplinary knowledge and skills, which has distinct political, economic and regional characteristics. This paper puts forward the contents of the major culture construction of marine fishery science and technology from the aspects of spirit culture, material culture, humanistic culture and quality culture, and puts forward the construction ways from five aspects, such as fully clarifying the connotation of campus culture and learning from brother universities, in order to provide cultural support for the major construction and personnel training of marine fishery science and technology in China.

1. Introduction

Cultural confidence is one of the most fundamental, extensive and profound confidence, and it is the most basic, pivotal and enduring internal driving force for personal growth, social development, national strength and national prosperity. The construction of cultural confidence is reflected in all development aspects of economy and society. In terms of higher education construction, cultural confidence is the fundamental support for the realization of the improvement of educational quality based on the cultivation of people through culture and moral education. Culture of major, as an important component of higher education culture, can provide an important moral foundation and strong spiritual support for the construction of cultural confidence in higher education and the building of an education power.

Culture of major is the organizational culture with its own characteristics contained in a specific major or a category of majors. It is the total of the value concepts, knowledge and ability, as well as the unique spiritual outlook and behavioral norms of all personnel involved in major teaching and research (not only professional teachers, but also including students and related personnel for management and service, etc.) within a specific period. Its essence is the core values, common value orientation and moral behavioral norms that teachers and students jointly abide by in order to achieve the professional training goals, reflecting the common goal pursuit and ideological concepts of all qualified members. The external manifestation of major culture is specifically displayed in the regulations of relevant educational and teaching activities and interpersonal communication within the major organization, as well as in the thinking patterns, emotional attitudes and conscious behaviors of major organization members, and also in the teaching venues and educational environment of the major organization.

The formation and development of major culture are related to the university atmosphere and conditions, regional cultural, composition of the teaching staff, and industrial characteristics. Different from campus culture^[1], within the scope of campus culture, major culture emerges along with the major division and the differentiation and intersection of disciplinary knowledge in the

process of major development and construction. It is the infiltration and extension of the cultural connotation of higher education into various specialized directions. The differences in talent training goals between different majors determine the distinctiveness of the cultural core among different majors. In a peculiar major, major culture is the concrete manifestation of the combination of university culture and professional education. At the same time, major culture is also distinct from the corporate culture of industries. Within the scope of industry culture, the two are closely connected. The development of various industries and enterprises brings the demand for high-quality talents, and the development of university majors is bound to have a closer connection with the development of social industries. This is manifested in the participation of enterprises in the talent training of university majors to meet the talent needs of industries. However, from the cultural perspective, major culture is not a simple adaptation to the corporate culture of industries, but needs to play the leading role of major culture to form a leading role for the corporate culture of industries, thereby laying the foundation and constraints for the cultural education of the training objects and leading the progress of industries in economic and social development. In other words, major culture is a transitional link and influential connection between university culture and the corporate culture of industries. It is not only an important part of campus culture, but also a prelude to the communal culture of industries, and the ultimate goal is the talent training of universities.

2. Major culture of marine fishery science and technology in TJAU

2.1 Marine fishery science and technology

Tianjin agricultural university is an ordinary undergraduate institution of higher learning under the jurisdiction of Tianjin Education Commission, which aims at serving "agriculture, countryside and farmers" and cultivating high-quality applied talents. The school takes agriculture as the main body, and the disciplines such as agronomy, engineering, management, science, economics, literature and art develop in harmony. After more than 40 years of school-running practice, it has formed a distinctive school-running feature that is close to regional economic and social development and serves modern urban agriculture. Taking discipline construction as the leading factor and improving the quality of personnel training as the center, the school vigorously implements the development strategy of "establishing schools with quality, strengthening schools with talents, developing schools with characteristics and casting schools with culture". The school actively adapts to the needs of regional economic and social development and the development of modern urban agriculture, rationally adjusts the curriculum system, and gradually forms a more reasonable major ecological group that supports the development of modern agriculture; Under the background of popular education, we should take root in Jingu and run schools and stick to the road of combining Industry-University-Research. Tianjin agricultural university graduates' unpretentious, down-to-earth and hard-working qualities have been widely recognized by all sectors of society. "Getting down, getting up quickly, using and staying" has become the consensus of employers for TJAU students.

The major of marine fishery science and technology in Tianjin agricultural university belongs to Fisheries College, one of the four teaching units of the same age as the school. Tianjin agricultural university Fisheries College has a master's degree in aquatic products, two master's degrees in aquaculture and fishery resources in two disciplines, and a master's degree in agriculture (fishery development field). It has established a national experimental teaching demonstration center-aquatic ecology and aquaculture experimental teaching center (Tianjin agricultural university) and a number of high-level talent training platforms. The college has established a standardized, scientific and strict teaching management mode, and has always emphasized "thick foundation and wide specialty" in the talent training mode, so that graduates can achieve "one specialty and many functions", have a solid basic theory, broad professional knowledge and rigorous and realistic work style, master standardized and scientific experimental skills, and have a high-level of English and computer. No matter in the field of teaching and scientific research, or in the front line of industrial production, they

can quickly enter the "role" and give full play to their role in management and operation.

The major of marine fishery science and technology in Tianjin agricultural university aims at the national strategy of marine ecological civilization construction and the needs of marine fishery industry in the new era, and aims at "responsible fishery development" and "controllable fishery management" to cultivate basic theories and professional knowledge such as fishery biology, fishing gear design, fishery resource management, fishery resource protection and environmental restoration, with strong practical ability and pioneering and innovative ability. A compound applied talent in the field of marine fisheries who can engage in marine fishing technology and management, fishery resources development technology, fish stock assessment, fishery information application technology, fishery resources management and other aspects in production, scientific research and management departments, and has good humanistic cultivation, scientific literacy, innovative spirit and practical ability. Based on the concept of responsible fishery development and controllable fishery management, this major has formed a major development direction characterized by protective development of marine living resources and improvement of fishery water environment, and established a teaching staff with obvious advantages in three academic directions: fishery resources protection and environmental restoration, fishery resources management and fishery biology and germplasm resources. In the process of cultivating students, advanced teaching ideas are constantly introduced and absorbed, and the basic skills, professional skills, comprehensive quality and innovative thinking ability are exercised, forming a joint training mode of "politics and Industry-University-Research" suitable for their own development.

2.2 Constructure contents of major culture

The major of Marine Fisheries Science and Technology is a highly comprehensive applied major in aquaculture, integrating multiple disciplines such as oceanography, biology, engineering, mechanics, and informatics. It mainly imparts basic knowledge and skills in areas such as fishery resources science, fishery oceanography, fishing gear and fishing methods, and fishery management, supporting research in fishery resources and environmental investigation, design and improvement of fishing gear and methods, fishery resources assessment, and evaluation of management strategies, and serving the talent demands in related fields of the marine fishery industry^[2]. The marine fishery industry is closely related to "resources, environment, and food safety", and its benefits are comprehensive, including economic, ecological, and social benefits. The property rights of the resources utilized in commercial fishery development are not clear, with the typical feature of "possession equals ownership", which means that the management of the industry often has to be based on mutual coordination and active cooperation among government departments, countries, or international organizations. This implies that the marine fishery industry is more or less related to a country's marine sovereignty. Additionally, due to the unique nature of the habitat of fishery resources, universities offering this major are generally located in coastal areas.

Under the backdrop of the rapid development of the marine economy and the increasing emphasis on marine rights by various countries and regions, the cultural content construction of the major of Marine Fisheries Science and Technology should be determined based on the educational concepts and values adhered to in accordance with the national marine strategy, local marine economic and social development, and the adjustment of the marine fishery industry structure, the knowledge and ability system that students should possess upon graduation and for a period after graduation, as well as the spiritual qualities and behavioral norms of teachers and students. It also includes quality assurance and teaching environment conditions that can fully reflect the major characteristics^[3]. It mainly includes but is not limited to: (1) Major spiritual culture. Propose a major spirit for Marine Fisheries Science and Technology that aligns with the school motto, spirit, and ethos, fully reflects the characteristics of the regional industry, and guides the value concepts of talent cultivation. Based on this spirit, carry out the development of a major spiritual culture encompassing goal orientation, talent cultivation concepts, shared ideals and beliefs, ideological awareness, value concepts, expectations for success, and the collective cognition and value orientation of teachers and students in the discipline. (2) Major material culture. As the material carrier and foundation of major culture

construction, it involves the creation, collection, and display of items that are typical and fully demonstrate the major characteristics and construction achievements; carry out the construction of major material culture, including environmental construction, atmosphere construction, characteristic construction, and various material items created by teachers and students in conducting education and teaching, social services, organizing major skills competitions, innovation and entrepreneurship, major cultural activities, and social practices. (3) Major humanistic culture. Through the creation of a harmonious culture that exists in both the physical and virtual spaces where teachers and students work, study, and live, as well as in the relationships among teachers, students, and between teachers and students, the construction of a major humanistic culture is promoted. This includes behavioral patterns and interactive relationships demonstrated in education and teaching, research activities, office atmosphere, heart-to-heart communication, campus and dormitory life, along with the professional emotions of teachers and students, teacher ethics, and behavioral norms. (4) Major Quality Culture: During the process of major (cultural) construction, establish a highly disciplined awareness of quality, a spirit of quality, quality-oriented behavior, quality values, and a quality image, while building a sound quality assurance system for talent cultivation, teaching quality, and educational achievements.

2.3 Constructure methods of major culture

Based on the main contents of the major culture of marine fishery science and technology, the specific implementation of major culture construction should be carried out on the basis of a thorough understanding of the national marine development strategy and planning, the local marine economic and social development situation, the development characteristics of the marine fishery industry, the ideological awareness of major students, and their knowledge, skills and qualities^[4]. It should deeply analyze the national standards for talent cultivation in marine fishery science and technology and the key demands of local economic construction and industry development, absorb the most excellent core contents of advanced concepts in higher education talent cultivation, refine, absorb and elevate the essence, and integrate it into the core concept of major talent cultivation to enhance major culture construction. Specific measures include but are not limited to the following: (1) Deeply understand the core requirements of the national standards for the major, systematically study cultural elements such as the school spirit, motto, and ethos, and gain a comprehensive understanding of the connotations of campus culture and the essence of its spiritual values. (2) Conduct detailed communication and extensive discussions with sister institutions to fully understand the professional culture of Marine Fisheries Science and Technology in these institutions, particularly the major spirit and the content and connotation of its construction. Visit and hold meetings with local industry enterprises to analyze the essence of corporate culture and accurately grasp the leading and extending role of industry culture. (3) Develop a systematic and practical implementation plan. Encourage and organize teachers and students to actively participate in various cultural activities to create a strong professional cultural atmosphere. These include educational and teaching seminars, teaching inspections, and supervision meetings; interest groups or associations aimed at cultivating and developing students' professional interests and specialties; discipline-related professional skills competitions; and innovation and entrepreneurship projects. In addition, enhance the cultural literacy, spiritual awareness, and behavioral norms of teachers and students through civilized campus initiatives, volunteer services, and social engagement activities. (4) Promote the spirit of quality culture, strengthen the dissemination of spiritual culture, and integrate the professional spirit into all aspects of education, teaching, work, and daily life to achieve gradual permeation and integration into the overall spiritual culture environment. Build a humanistic atmosphere conducive to the study and life of teachers and students in both physical and virtual spaces, fostering a positive, united, harmonious, and mutually supportive interpersonal culture. (5) Establish a strong sense of quality awareness. In the process of constructing major culture, benchmark against high-level construction standards, implement the OBE concept, focus on talent cultivation, and build a robust quality monitoring system to enhance the overall level of cultural education and talent cultivation.

3. Conclusion

Major culture, as an effective way to build national cultural confidence, a strong guarantee for talent cultivation, an important part of campus culture, a solid support for major characteristic construction, and an extension of industry enterprise culture in institutions of higher learning, has long been a key focus of vocational and technical colleges. It is now gradually being valued by undergraduate institutions and has become an indispensable core content for school development and major construction. Under the new background of comprehensively improving the quality of higher education, the research on major culture construction in undergraduate education is highly consistent with the requirements of the connotative development of higher education. Especially for application-oriented universities, it is the basic unit for building campus culture. Major culture has typical characteristics and complexity. It is a comprehensive entity formed by integrating campus culture, industrial culture, and major humanism on the basis of fully summarizing the connotation of major development and concisely extracting the accumulation of major history, and it conforms to social values. Strengthening major culture construction is a manifestation of the "major spirit" that adapts to the development requirements of the modern era and implements the fundamental task of cultivating virtue and nurturing people. Leading major culture construction with "major spirit" is an essential way and practical means to cultivate application-oriented talents with humanistic literacy, professional ability and innovative spirit.

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