

Analysis of the Current Situation of the Guidance Ability of University Graduate Tutors

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Abstract: The guidance ability of graduate tutor plays an important role in the cultivation of graduate students. Graduate tutor mainly guides graduate students' professional knowledge, scientific research ability, literature reading ability, subject research, academic papers, ideological ethics and so on. Nowadays, due to the increasing number of graduate students, the requirements for graduate supervisors are also becoming higher and higher. Graduate supervisors need to improve their own abilities to ensure the quality of graduate students, such as improving their academic level, improving their professionalism, focusing on reflection and so on. The guidance to postgraduates should be moderate, timely and appropriate, so as to promote the development of postgraduates effectively.

1. Introduction

With the continuous development of the country, there is an increasing demand for highly educated, high-level and capable talents [1]. Therefore, the state and society is now focusing on the graduate student education, the graduate student's ability to close to graduate mentors, and in recent years, the number of postgraduate entrance exams has soared, a lot of pressure to the student, not only to mentor to guide the graduate student's pressure is very big, tutors should constantly expand their guidance ability [2], with better ability to guide the graduate student, cultivate postgraduates to become outstanding talents and make contributions to the country and society [3].

2. The Current Situation of Graduate Tutor Guidance

Graduate students are an important part of education in China and are the highest level education [4]. The graduate tutors have taken on an important task in training top talents for our country. With the rapid development of economy and the need of society, in recent years, the number of postgraduate entrance examination has been on the rise, and colleges and universities are also expanding their enrollment, which poses a great challenge to ensure the quality of postgraduate students.

Nowadays, the responsible system of graduate supervisor is basically adopted by Chinese graduate students, which is the supervisor's study and ideological guidance, and the development of graduate students' scientific research ability and work ability [5]. The tutor is an important force in

the cultivation of graduate students. The tutor's guidance is the most important process throughout the graduate student's career. Now, more and more people understand the importance of education, expanding enrollment, admission to graduate enrollment in 2022 reached 437 W, also is expected to reach 520 W in 2023, graduate students in colleges and universities are also constantly expanding, recruit more excellent talents, because this kind of situation, the guidance of the tutor of graduate students, there is a lot of questions, For example, some tutors accept too many graduate students to give the best guidance to each student; Some tutors directly decide the research direction instead of students, which seriously suppresses students' active learning. Some supervisors almost ignore students' study, lack of care for students, students may not know how to carry out the task, have no direction, and so on. These problems have seriously affected the cultivation of graduate students' initial aspiration, thus the quality of graduate students will decline rapidly, unable to solve the fundamental problem of the lack of talents in society. Therefore, it is necessary to strengthen the consciousness of supervisors to guide students, increase the guidance of supervisors to graduate students, and appropriately change the way of guidance to graduate students. Now it is urgent to change this kind of change.

(1) Nowadays, the scientific research ability of graduate supervisors greatly affects the ability of graduate students. For some older postgraduate tutors, they are unable to make better use of current knowledge, frequently consult cutting-edge literature and lack advanced methods, so their guidance ability is somewhat insufficient [6]. For the younger tutors, the tutors who have just taught graduate students are lack of experience and lack of ability to guide graduate students. Therefore, it is necessary for the tutors in the above situations to improve their ability to guide the further development of graduate students.

(2) Now, the sense of responsibility of graduate supervisors is also particularly important, some graduate supervisors are not strong sense of responsibility. After recruiting graduate students, some graduate supervisors forget their rigorous attitude in scientific research, and do not seriously think about how to guide students, how to guide students, so that students become competent people. Some rarely ask students about the task, research projects, it is difficult to see the tutor, do not interfere with students' graduation thesis, completely rely on the students themselves. Supervisors lack responsibility, and what supervisors do to graduate students is not very significant to them. Such mentors will affect the cultivation of students and it is difficult to cultivate excellent talents. Therefore, the tutor should improve his own sense of responsibility, increase the training of students, and improve the ability of students.

(3) In order to train students to become outstanding talents who can contribute to the country and the society, the attitude of graduate students is also very important in the training. The first is: the tutor guidance, scientific research ability is very strong, students' willingness to learn is also very strong; The second kind is the tutor's guidance, scientific research ability is general, but the student's willingness to learn is very strong; The third is that the tutor has strong research ability, but the students do not love scientific research. The fourth type is: the supervisor, research ability is average, the student also does not love research. In the first and second categories, as long as the graduate students work in the right direction, they will become excellent talents in the future. Therefore, the ability of graduate supervisors is only part of the problem. The key lies in students' attitude towards learning. Now, due to the impact of the epidemic, it is difficult for fresh college students to find a job after graduation. So many college students want to improve their academic qualifications and take the entrance exam to become postgraduate students. However, some of them want to escape the society and have no interest in scientific research, just for the final graduation certificate and find a good company to work. With such an attitude, no matter how hard the tutor tries to teach, it will not work, nor cultivate outstanding talents.

3. The Guidance Ability of the Graduate Supervisor

Nowadays, there are more and more postgraduates, and the whole society has higher and higher requirements on postgraduates' ability. Therefore, postgraduates should not only learn enough professional knowledge and scientific research ability, but also have innovation ability and high ideological and moral level. As the main person in charge of training graduate students [7], the mentor has a great influence on students, both in terms of academic level and ideological and moral level [8]. Therefore, the demonstration of postgraduate tutors is also a guiding method for the cultivation of students, which requires tutors to take the lead in all aspects.

At the beginning of graduate students' contact with the course, the tutor should make plans, professional knowledge, learning methods, literature materials, topics and other targeted guidance and teaching according to the training objectives of students. The tutor should list literature materials related to professional knowledge learning and research direction for students [9], so that students can better understand their own research, and guide students to find literature by themselves. Supervisors should not only pay attention to students' professional knowledge, but also pay attention to students' life, and give correct guidance to graduate students' study, life and psychology [10].

3.1. For Training Graduate Students

Graduate students are divided into two types: academic graduate students and professional graduate students. Among them, academic graduate students mainly focus on the training of teaching and research talents, while professional graduate students mainly focus on the training of applying theory to practice [11,12]. According to different types of tutors, develop different training programs. According to the research direction chosen by the students [13], the tutor will select the basic knowledge for the students to learn, which can be combined with the later scientific research work, so that the students can complete the study task, scientific research work and the subsequent graduation thesis well. For professional postgraduates, basic courses should also be able to show practicality and cooperate with enterprises, so that students can have practical and application ability, which is a very important part for professional postgraduates. Mentors have close cooperation with enterprises according to school plans or subjects they are in contact with, and can properly arrange students for practice by making good plans [14].

3.2. There are Scientific Methods to Guide Graduate Students

At present, the guidance of graduate supervisors to graduate students is basically based on innovation [15]. For graduate students, they are mainly engaged in research and scientific research. After all, they obtain new research results through scientific methods based on various studies. As a result, graduate students are required to be familiar with the methods used in the field to solve various problems. If graduate students want to obtain a higher level of research through innovation, graduate supervisors should take innovation as the focus of guidance [16,17]. When instructing postgraduates to use scientific methods, supervisors should encourage postgraduates to take a positive attitude, never slack off, have clear goals, have good habits, maintain self-discipline, reduce all kinds of wrong learning methods, adapt to scientific learning methods, and improve learning efficiency.

3.3. Guide Graduate Students to Lay the Foundation

As a graduate tutor in a certain field, the tutor is familiar with the knowledge of this field. After

the graduate students begin to study courses, the supervisor of the graduate students will give guidance according to the ability and interest of the students and distinguish the research direction [18]. Make requirements for students, guide students how to plan their study, and get students engaged in learning as soon as possible. Make different plans for different aspects, read the literature and reports on the research direction, and read the literature written by the graduate supervisor. By constantly reading a variety of literature, graduate students can gradually establish their own learning theory system, so that students can complete scientific research independently in the future, improve their ability and have lay a solid theoretical foundation [19].

3.4. Guide Graduate Students in Professional Knowledge

For graduate students, professional knowledge is indispensable, which is the foundation of scientific research, and the teaching of professional knowledge is the most basic task for graduate supervisors. Therefore, graduate supervisors should constantly improve their professional knowledge, pay attention to new trends, and impart new research, new ideas, new technologies and new methods to students, which is the most basic responsibility [20,21]. In the new knowledge and graduate students to exchange, exchange learning experience, for the new theory of insight, constantly deepen learning, enrich knowledge, expand horizons, and constantly stimulate the learning potential of graduate students, learning interest.

3.5. Guide the Research Ability of Graduate Students

It is mainly to cultivate the education based on scientific research ability, so the most important task of tutor guidance is to cultivate students' scientific research ability. Scientific research is more about innovation and creation, which is not an easy thing for entry-level graduate students. They should think more and read more, and supervisors should be more patient to guide students. If the supervisor has strong scientific research ability, academic level and professional knowledge [22], it is more beneficial to cultivate the research ability of the graduate students. When the supervisor gives guidance, he can take different methods to cultivate the ability of the graduate students, such as: let the students consult the literature in a certain field to obtain the analytical ability and utilization ability; Let the students participate in the tutor's own project to cultivate the students' ability of thinking and research; Let students attend more academic conferences to learn more knowledge [23,24]. The tutor's guidance greatly affects students' scientific research ability, and also affects the quality of students' papers [25].

3.6. Guide Graduate Students to Consult Literature Materials

Consulting literature and reading articles is an important way for graduate students to obtain research tasks. According to the subject content, they can obtain useful information by searching literature. So for tutor, tutor should after the students start learning, according to the direction of the student's study, can make it in a different application to obtain a document (Chinese and English literature) related to the topic of the article, etc., according to the students to check the information, tutor to guidance and correction, can rapidly enhance the search ability of students, in the subsequent more onerous scientific research tasks, useful information can be found at the first time. After the students master the method, according to the detected data, thinking how to ask questions, how to come to a conclusion by analyzing report can organize the students to get knowledge, the teacher according to the situation to carry on the review, and explain how his thinking, as well as the Angle of thinking, let the students better grasp the core problem. In undergraduate stage, students rarely contact with writing experience such as paper, so they should strengthen training,

otherwise they will encounter a lot of problems in the later paper. Therefore, supervisors of graduate students should let students participate in project tasks and some scientific research papers, so as to get familiar with the writing methods of papers and enhance students' thesis ability [26].

(1) Guide graduate students to formulate research questions. If you want to form research questions, first of all, it is from literature, literature reading will produce a series of problems. In the process of postgraduate study, one of the tasks is to complete an academic paper, put forward their own arguments, read a lot of literature and learning materials, form arguments and put forward research questions in the paper [27]. Mentor in the thesis guidance, best choice is to establish in mount has been the basis of the research, suggests that their results and have the results of the relationship between each other, it is worth noting that the teacher should guide the graduate student to choose the suitable, students can be done during the graduate student can, avoid is not in conformity with the student's own, the target is too large.

(2) Guidance method. At the beginning of the course, the supervisor should introduce the research procedures and methods to the students, so as to lay a foundation for the future scientific research work and carry on better in the paper. Research method is closely related with the reading of literature, in reading literature, mentor request to all students, thinking, literature is the author of how to solve a problem of how to organize the content, how to collect data, how to analyze and come to a conclusion, and how to reasonable reference to students how to draw lessons from, in the process, It is necessary to explain in detail where the data comes from, how it is collected, and how the conclusion is obtained. The whole process of the research should be clear [28].

3.7. Guide Graduate Students to Carry Out Project Research

At the beginning of the project is the topic selection, which is an important part of the research. In terms of topic selection, development of students' interests and perspectives, students should choose independently, instead of choosing on behalf of students, mentors should guide students on how to propose research topics and subsequent contents according to relevant literature and other information. Then, the tutor helps students analyze the significance of the research topic, how to conduct the research, and its feasibility. Finally, students choose the topic according to the above analysis and their own conditions (knowledge mastery, hands-on ability). The topic selection of academic graduate students should pay attention to the academic, while the topic selection of professional graduate students should pay attention to the practical application, which can improve the practical ability of graduate students, and it is better to have the applied topic from the supervisor of graduate students.

In postgraduate research, postgraduate tutor should put more attention to graduate student, teacher should not only master the progress of students' subject, and in guiding students have problems in a timely manner, also should pay attention to the atmosphere of learning more free and easy rather than a boring atmosphere, give the students some better able to play a space, lead to the subjective initiative of students. When students just come into contact with the project, the supervisor should have some requirements for the students, such as the starting time, rest time, reporting time, record sorting, etc., so that the graduate students can have good learning habits and learning methods, and lay a solid foundation for the smooth progress of the research. Graduate students to report, the students have to report this period of time to study hard, and the results obtained, students in the group to supplement, comment on each other between each other, communicate with each other, and finally, tutor summarized according to the report of the situation, for the various problems, let the students to improve perfect. In this way, students can have more thinking ability, expand their learning ideas and stimulate their thinking [29].

3.8. Guide Graduate Students in Their Academic Papers

Graduate students generally need two or three years of time, at the time of graduation need to use academic papers for their own these years to hand over a satisfactory answer. The academic paper is to reflect the professional knowledge that the graduate student has learned, check whether the content guided by the supervisor can be integrated, and also see whether the graduate student has the ability of scientific research. For students, they are new to scientific research, and their understanding of some knowledge is not very thorough. For most students, it is still difficult to complete the paper by themselves, which may not guarantee the quality of the paper, so they need the guidance of postgraduate tutors [30]. In view of the task completed by the graduate students, the supervisor guides the students to analyze the thesis outline and analyze the shortcomings, and finally determines the structure of their thesis. After the students finish the paper, the tutor will check to see if any modified parts are improved in time, so as to ensure the quality of the paper [31,32].

3.9. Guide the Ideological and Moral Level of Postgraduates

As the highest level of education, graduate students will be the senior talents of the society in the future. Therefore, the supervisor of graduate students should not only guide the academic ability of graduate students and improve their scientific research ability, but also pay attention to the ideological and moral improvement of students [33]. Graduate students have to carry out a lot of scientific research work, so they will face a lot of pressure on study, may produce psychological problems and so on. Therefore, supervisors of graduate students should pay more attention to students' psychological problems, communicate more with students, and students should have ideals and beliefs [34], so as to establish correct values and outlook on life for students. In the face of problems, do not escape from the problem. Guide students with the correct way of thinking, so that students develop healthily.

4. Improve the Guidance Ability of Graduate Supervisors

4.1. Improve the Academic Level of Graduate Supervisors

With the continuous development of social economy, academic knowledge is also developing. Therefore, graduate teacher should not stop at the same time. Only by learning cutting-edge knowledge and studying hard can they keep up with the pace of development. There are many difficulties on the way to pursue new knowledge and scientific research. A mentor needs to have the will to struggle hard and forge ahead on this road without being overwhelmed by these difficulties. In the process of exploring new knowledge is a little difficult, scientific research is meant to explore and study. In this way, it is necessary for the tutor to take the essence and discard the dregs, deeply understand the new knowledge and learn the new ideas. To improve their academic level and innovation ability, to transmit their scientific research results to students, and communicate with students. In the research, mentors need to constantly innovate, absorb new knowledge and break through themselves [35,36]. Only in this way can mentors continue to do academic research, set an example for students and contribute to the development of science.

4.2. Improve the Selection of Postgraduate Tutors

In learning, the success of students is mostly derived from the teacher's education, and the teacher's education level is very important in the education of students. The same is true for

graduate education. Schools should have graduate tutors with profound knowledge, active thinking, innovation and strong strength. Students taught by such tutors can make contributions to the whole society and even the whole country [37]. Therefore, colleges and universities should improve the selection of graduate supervisors and select excellent graduate supervisors. Such as:

(1) In terms of scientific research, graduate supervisors should have strong scientific research ability, academic attainments, and be able to be a role model for students. Therefore, it is necessary to formulate a strict selection system in the selection of mentors, with high standards for their scientific research and academic level. The supervisors should have certain standards in terms of educational background, teacher qualification, professional title and scientific research, and they can be qualified as postgraduate supervisors if they meet these standards. Prohibit unqualified teachers from becoming graduate supervisors.

(2) In terms of guidance, the most important thing for graduate supervisors is to guide graduate students to complete various tasks. Therefore, the most important thing for graduate supervisors is to be able to guide graduate students to cultivate outstanding students. Some teachers have strong scientific research ability, but they are not able to guide students effectively and promote their learning. In the selection of mentors, we should be very clear about their scientific research ability. Do graduate supervisors know how to instruct graduate students, where to focus on and what to instruct them in, and what are the outcomes of the students [38,39].

(3) In terms of ideology and morality, graduate supervisors must pass the standard of ideology and morality, so that they are qualified to teach students and lead them on the right path. If the thought and morality of the graduate supervisor is not up to standard, then such supervisor has no right to guide the students.

The above points are also very limited. The selection of excellent postgraduate supervisors should be taken from all aspects and those who meet all the conditions, so as to cultivate excellent students.

4.3. Reform the Evaluation System of Graduate Supervisors

At present, the evaluation method of graduate supervisors in many schools is quantitative, which is not conducive to the guidance of graduate supervisors. Quantitative evaluation methods only pay attention to the quantity, but despise the quality of research, this method will encourage some corrupt behavior, such as: fraud, plagiarism, plagiarism, etc. Unable to measure teaching and scientific research, focus on scientific research and forget to teach and guide students. The existing evaluation method should be improved. The supervisor should strengthen the guidance to students, improve the relationship between teachers and students, perfect the evaluation method, and make comprehensive evaluation on graduate supervisors instead of a single evaluation method. Pay attention to the evaluation of the supervisor, the supervisor's teaching and guidance ability, graduate students can make a good judgment [40].

Establish a scientific evaluation system, evaluation indicators, evaluation methods and final evaluation results [41], and use the evaluation system to promote the development of mentors, improve the guidance methods, and improve the guidance ability of mentors, etc. According to different subjects and different training objectives, the training objectives are also changed, and a diversified evaluation system is established [42,43]. In terms of evaluation methods, supervisors exchange experience with each other, exchange guidance methods conducive to graduate students, share successful experience, and improve the guidance ability of supervisors. In the evaluation results, there is a reward and punishment system, there is an elimination system. In the annual assessment, the salary of unqualified mentors can be reduced or the bonus can be cancelled, and the elimination system can be adopted for unqualified mentors for many times, and the salary or bonus

of qualified and excellent mentors can be increased accordingly [44,45].

4.4. Graduate Supervisors Should Have Professional Dedication

The professional dedication of graduate supervisors is very important in graduate education, which plays an important role in whether graduate students can become excellent talents. Nowadays, many graduate students do not do some scientific research work but do some small things, and become the handyman of the graduate supervisor. The graduate supervisor does not care about the students at all, and cannot cultivate outstanding talents for the society and the country. Therefore, graduate supervisors must pay attention to such problems, put students in mind, guide students intently, and take the training of graduate students as the focus of their work, which is the standard to see whether graduate supervisors have professionalism [46]. When supervising graduate students and generating scientific research problems, graduate supervisors should earnestly solve students' problems and conduct effective communication. We should not discriminate against any student and treat every student equally. If students break the discipline, we should also criticize and educate them. In the development of postgraduates, students should be guided in all aspects, not only to improve the scientific research ability, but also to improve the ideological and moral aspects of postgraduates, so as to improve the overall quality of postgraduates [47].

4.5. Improve the Quality of Postgraduate Tutors

The quality of tutors includes academic quality and non-academic quality [48]. Academic quality refers to the research and guidance ability, including the knowledge, teaching experience, academic level and many other aspects of the tutor. These aspects of the tutor are the necessary prerequisite for the cultivation of students' scientific research ability, and they can give help in the guidance. Non-academic qualities including tutor's responsibility and noble moral quality, professional dedication and focus on students' learning life, etc, in word and deed are tutor in the usual teaching, these behaviors are sought to teach students, students through the communication with teacher to tutor the spirit of this instructor's personhood, teaching can be passed to the student, This is a wordless teaching that motivates students [49,50].

4.6. Postgraduate Tutors Should Pay Attention to Reflection

Both students and teachers should learn to reflect. Teachers need to constantly reflect. They can find out the problems in teaching and know the causal relationship between them, and find ways to solve the problems, so as to improve their ability and quality, and better improve the educational concept [51]. (1) When the tutor reflects, the tutor should give himself enough time to finish the work carefully, not to finish the work carelessly, not to cover up his shortcomings, expose all his shortcomings, and make up for them better. How to produce the problem, how to solve should be in the planning, and have the determination to solve these problems. (2) The work of graduate supervisor includes teaching and scientific research. The supervisor should reflect on whether the students can't understand the teaching or can't guide the students well in scientific research, whether his educational concept is not perfect, and whether he is competent as a graduate supervisor. (3) Postgraduate supervisors should compare their own academic level with the current academic level, and learn and master new cutting-edge knowledge in time if they find it [52,53].

4.7. Establish a Harmonious Relationship between Teachers and Students

Graduate supervisors should teach students knowledge and have a good teacher-student

relationship with students. The communication between students and tutors is of educational significance, which deepens the tutors' understanding of students. The harmonious teacher-student relationship has an important influence on the tutors to improve the guidance of students. To have a good relationship with students is to build a teacher-student relationship that is equal respect, harmonious, friendly, democratic and emotional blend. The tutor plays an important role in this relationship. There are different values between teachers and students, and there are many differences in character, personality and expectations for the future. Dialogue is an important step to establish a harmonious relationship between the tutor and the student. Mentors should trust and respect students, so that students can experience trust, respect and tolerance, and feel "equality", accept the guidance of mentors, and better communicate and solve problems for scientific research projects, so that the work between the two sides can be carried out effectively [54].

5. Tutors Should Provide Appropriate, Timely and Appropriate Guidance

5.1. The Tutor Should Give Moderate Guidance

When supervisors supervise graduate students, there are questions about how often they should instruct and how much they should instruct students. Just become a graduate student, students will have a variety of problems in their studies, so the tutor will have a great impact on them, and they need the guidance of the tutor. In which, the tutor's guidance will make students have a sense of enlightenment to the problem, so that the problem is readily solved, greatly increase students' self-confidence, better learning knowledge.

Now, there are two bad things about mentoring: either "too much" or "too little". "Too much supervision" refers to the habit of some supervisors to let the graduate students do every step in their own way, in the project research or thesis, students do not have to think for the student to follow their own guidance all the time. This kind of guidance may seem responsible to the students, but in fact, it sometimes hinders the students' thinking and exploration of knowledge, so the students can't get very effective promotion. "Too little supervision" means that the tutor gives little guidance to the students, does not assign tasks, does not guide the learning, and thinks that the students give full play to the ability of thinking and learning and independent thinking, so that the problems of the students are not solved, and the ability of the students is not improved.

As for the guidance of students, it is not to make choices on behalf of students, nor to ignore them at all. It is to ask students to solve problems or find students' difficulties in the study and scientific research, and then give guidance to stimulate students' potential [55]. When conducting research, students should first be allowed to think independently and have a profound understanding of the depth of the research from the scope of the research, topic selection, entry point, outline, structure of the research and methods used in the research. To find a balance between "too much management" and "too little management", formulate management system for students, arrange appropriate research for students, for doing research, for each step to have time arrangement, when the time to hand in the manuscript. When conducting research, students should be given appropriate guidance, and students should be allowed to do research boldly. This not only gives students time to think, but also gives them help at appropriate times. This way brings some pressure to students, but also greatly improves their ability [56-59].

5.2. Mentors Should Provide Timely Guidance

Are graduate students supervised once a week, twice a week or once a month [58]? The time and number of times each supervisor will supervise graduate students are different, and there is no way to specify how often a supervisor should supervise graduate students. In case of any problem, the

tutor should guide and supervise the students to complete the study within the time limit. When the students complete the task, the tutor should check and refer to the place with problems and tell the students to correct and perfect in time. It is difficult to stipulate how many times the tutor should guide the students, subject to the discipline and time limits, for the number and time according to the task to flexibly grasp the time. It can also be stipulated that on one day all the supervisors of a certain discipline should be in the school, which is a day for the supervisors to guide the graduate students in addition to solving the school's or more difficult problems. When the tutors cannot be found in other times, the tutors can be found to solve the problems at this time. A day of activities like this allows tutors to understand the needs of their students.

5.3. The Tutor Should Provide Appropriate Guidance

When students are studying or doing scientific research, the tutor will take individual or collective guidance according to the specific content to guide and teach the problems, and give appropriate guidance, that is, give targeted guidance to the students. Postgraduate tutors should provide guidance to students based on their knowledge accumulation. Through the individual tutor can grasp the specific situation of students, students' problems can be better solved. In addition to individual mentoring, there can also be group mentoring, discussion among graduate students, enhanced conversation among students, and promotion of students' thinking, so that students can express their research results. In this way, activities can be carried out regularly or irregularly. Graduate students of the same grade or different grades exchange and study. Each graduate student takes turns to talk about his or her own research or reflect on some literature or materials after reading, state the main points and his or her own views, and then ask questions and discuss. In this way, the tutor generally conducts leading questions to arouse everyone's attention. The postgraduate tutor should make a comprehensive evaluation of the students' statements to improve the students' ability to discover and solve problems [60].

6. Conclusion

In a word, graduate supervisors should always pay attention to whether their guidance ability meets the current graduate education, and improve their guidance ability and academic level in time. In the guidance, the tutor should also pay attention to appropriate, timely and appropriate guidance without excessive guidance, and constantly improve their own quality, so as to better help graduate students' study and promote their growth in knowledge, scientific research, ideology and morality.

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