

Exploration on the Way of Cultivating Practical Ability of Public Management College Students

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Abstract: With the improvement of the government's demand for applied talents, the cultivation of practical ability of public management college students has become an inevitable trend of social development. Based on the analysis of social survey results, this paper actively explores the training path of practical ability of public management students. The "three-driving interaction mode" formed an effective path from the construction of the production-university-research cooperation platform, the construction of teachers and the reform of talent training mode.

1. Introduction

In recent years, with the structural adjustment of higher education, China has entered the stage of popular higher education[1-3]. The social demand for talents not only focuses on the top innovative talents, but also needs a large number of technical application talents. Industry insiders describe it as a "revolutionary adjustment in the field of higher education". In the training of professional talents, it is imperative that teaching serve the needs of industry, link up the reform of education and teaching with the transformation and upgrading of industry, clarify the orientation of talent training and take the road of characteristic development.

2. The Background of Constructing Practical Ability System of Public Management College Students

2.1 It is Inevitable for the National Policy to Promote the Practical Ability of College Students.

China has issued the Outline of the National Medium and Long Term Education Reform and Development Plan, which puts forward that the classification management system of higher education should be established, with emphasis on expanding the training scale of applied, compound and skilled talents [4]. We should firmly grasp the orientation of service development and employment promotion, deepen the reform of system and mechanism, adhere to the integration of industry and education, school-enterprise cooperation, and adhere to the combination of work and learning, and the unity of knowledge and practice. Therefore, from the point of view of national policy, the practical ability system of public management undergraduates is inevitable for social development.

2.2 The Dislocation of Talents Supply and Demand Needs to Improve the Practical Ability of Public Management College Students.

From the current situation of higher education in China, the coexistence of "employment difficulties" of public management college students and "shortage of employment" of relevant units reflects the great difficulties and obstacles in the employment of students and the development of higher education service economy. According to the statistics of Shaanxi Education Department, the first employment rate of college graduates in Shaanxi Province is 88.48%. The important problem of the employment difficulty of university students is actually caused by the dislocation of talent supply

and demand. University education can not keep up with the demand of Applied Undergraduate Talents in the industry, which results in the structural unemployment of University graduates. Therefore, the dislocation of talent supply and demand needs to enhance the practical ability of public management students.

2.3 Personnel Training Needs to Enhance Practical Ability.

For a long time, there have been some problems in the public management major of local undergraduate colleges and universities in China: the convergence of specialties, the lack of prominent characteristics, and the lack of close integration with the industry; the talent training program is still based on the discipline system, rather than on the needs of the society for talents and post competence; the teaching staff can not fully adapt to the application-oriented people Talent training and double-qualified teachers are in serious shortage, a team of teachers with excellent structure and advanced ideas has not yet been established; the teaching mode also pays more attention to theoretical teaching, but neglects practical teaching, and the proportion of theoretical teaching is too large; the social service function of schools needs to be further explored, and the development of production, Teaching and research is not yet in-depth. All these problems urge the cultivation of talents to enhance their practical ability.

3. Exploration on the Ways to Cultivate Practical Ability of Public Management Students

In recent years, under the influence of the national policy and the contradiction between supply and demand of talents, the problems in the training mode of public management professionals have become increasingly prominent. In the training of practical ability of students majoring in public management, a three-step transformation path is designed.

3.1 Step 1: Transformation of Development Strategy Orientation based on Competitive Environment Analysis.

As of 2018, there are many schools offering public management majors in China, Northwest China and Shaanxi, and the competition is very fierce. After investigation, it is found that there are relatively few information practice platforms for public management majors, which restrict the cultivation of students' professional competence[5-7]. At the same time, insufficient investment in professional practice platform affects the improvement of the level of innovation practice ability training. In line with the concept of "relying on industry, service enterprises, integration of industry and education, and characteristic development", the development strategy of the practical ability promotion system for students majoring in public management is preliminarily determined.

3.2 Step 2: Professional Layout Transition Based on Government Demand.

With the development of market economy and social governance in China, the government needs a large number of applied, compound and innovative public management talents who have solid theoretical foundation and outstanding practical ability, and can deal with complex public problems with various knowledge and methods[8]. Practice teaching as an important teaching link, with information technology as a means and relevant software as a tool, is a process of combining abstract thinking with image thinking, theoretical learning and skills training. It has other teaching links in training students' social cognitive ability, ability of analyzing and solving social practical problems, innovation ability and various operational skills in various fields of public management. Uncomparable outstanding advantages. Therefore, we should strengthen the practice teaching link, improve the teaching effect and improve the quality of public management personnel training.

3.3 Step 3: Establishment of "Three Drivers Interactive Model" Based on Sustainable Development.

"Three Drivers Interactive Model" is a three-driver model, namely, the construction of cooperation platform between industry, University and research, the construction of teaching staff

and the reform of personnel training model, which promotes each other and develops in coordination (Figure 1).

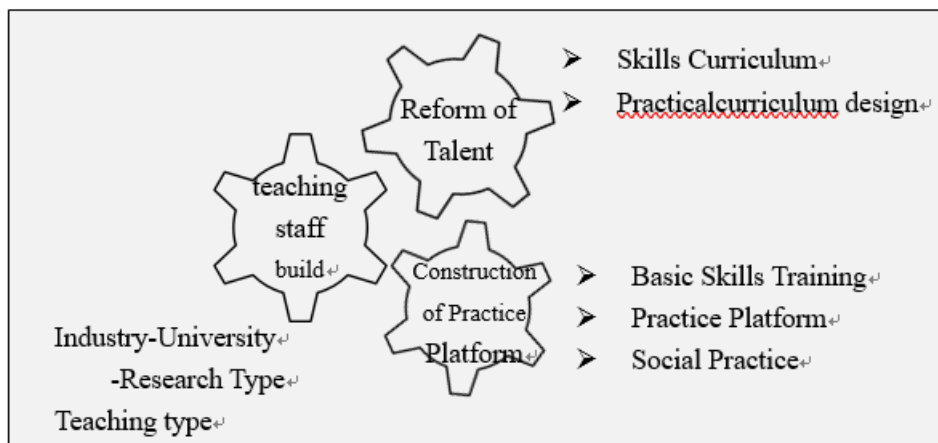


Figure1. 3 Drive Interaction Model

3.4 Establishment of Industry-University-Research Cooperation Platform.

Industry-university-research cooperation refers to the cooperation among enterprises, scientific research institutes and universities. It usually refers to the cooperation between enterprises as technology demanders and scientific research institutes or universities as technology suppliers. This mode can make full use of different teaching environments and resources of schools, enterprises and scientific research institutions, as well as their respective advantages in personnel training. It can organically combine school education with production and scientific research practice that directly acquires practical experience and practical ability. This fundamentally solves the problem of the disconnection between school education and social needs.

3.5 Construction of Teachers.

We have vigorously promoted the construction of applied teachers, revised the performance appraisal scheme of teachers, increased the proportion of completing horizontal topics, selected teachers to enter "one room, two rooms" to carry out production, teaching and research work, sent teachers to enterprises for half a year of on-the-job training, and hired professionals to enter the College Expert Committee to actively promote the progress of teaching reform.

3.6 Reform of Talent Training Model.

The reform of personnel training mode is the core of education reform. Talents training mode is implemented under certain teaching organization and management, including training objectives, professional structure, curriculum system, teaching system, teaching mode and daily teaching management. The new talent training mode should be based on the construction of knowledge, quality and ability structure. The original concept of education, the mode of education and training, the form of teaching organization, the curriculum system and the examination system should be changed accordingly. The new talent training mode should be based on knowledge, ability and quality, renew educational and teaching concepts, innovate teaching contents, reform teaching methods and methods, and improve assessment and evaluation system. That is to say, efforts should be made to strengthen personnel training objectives, training specifications, curriculum system, teaching methods, teaching means, training channels, teaching evaluation system, teaching environment and management mechanism.

4. Conclusions

In the process of transformation, the above three drivers are interrelated, mutually promoting and influencing. The progress of each driver promotes the progress of the other two drivers. The three

drivers are constantly progressing and developing in their interaction. With the deepening of the transformation, the "three-driver interaction model" will strongly promote the improvement of practical ability of public management students.

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