

Research on the Cultivation Path of Public Management Talents under the Background of High-quality Development

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Abstract: Higher education is closely connected with national strategic needs and economic and social development. High-quality development in higher education is directly related to whether national strategy can be realized and the degree of support for economic and social development. With the continuous development of the country's social economy, the social demand for high-quality public management personnel is also constantly improving, in this case, on ways to explore the effective public management personnel training path base on the goal of high-quality development, has also become the majority of colleges and universities public management majors and teachers need to think deeply. In this regard, this paper discusses and analyzes the effective path of public management personnel training under the background of high-quality development, only for the reference of the relevant people.

Keywords: Colleges and universities; Public management talents; High-quality development; Effective path

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1. Introduction

In the report of the 20th National Congress of the Communist Party of China, it has pointed out a new direction for the training of public administration professionals in colleges and universities in the new era, that is, to thoroughly implement the concept of high-quality development, actively innovate professional teaching and personnel training models, and constantly improve the quality of public administration personnel training, so as to train more high-quality and comprehensive public management talents for the society ^[1].

2. Accurate positioning, clear talent training objectives

A good goal is the forerunner of action. Public administration majors in colleges and universities can guarantee the training quality of public administration talents under the background of high-quality development only by making clear the training objectives of good talents ^[2]. Combined with the actual situation, the current

goals of many public administration majors in colleges and universities are basically fixed as cultivating professional talents with strong professional theory, technical method and application ability, and can be engaged in management work in the administrative departments of public institutions such as problems, health, environment and social insurance. This goal has an obvious one-sided direction, lacks consideration of today's social needs, and cannot guarantee the follow-up employment and development of students. However, in the current group of students majoring in public administration, many students are poor in judgment and decision-making, even communication and other abilities, in addition to their poor basic abilities. At the same time, they also lack necessary innovation ability, which directly affects their subsequent growth and development. In this regard, under the background of high-quality development, the cultivation of talents for public administration majors in colleges and universities should clarify the training objectives of comprehensive and innovative talents, strengthen the cultivation of students' professional comprehensive ability, professional quality and innovative ability, so as to effectively improve the teaching quality.

Secondly, at present, the public administration professionals in some colleges and universities is often public institutions but the number of students entering these institutions after graduation is not large, and some students choose to work in enterprises or continue their studies. Therefore, the road of public service is not the only way out of this major, therefore, in the practice of promoting talent training, teachers should adhere to the "diversified" and "multi-dimensional" training goals, pay attention to the cultivation of students' basic abilities and knowledge, providing students with diversified elective opportunities, so as to ensure their follow-up employment and development ^[3].

3. Innovate the model and reform the course teaching

3.1. Rationally optimize the curriculum system

The optimization of the curriculum system is the primary task of the reform of public administration majors in universities under the background of high-quality development. In this regard, first of all, teachers should avoid the "broad" problem in curriculum setting. That is, on the basis of the professional curriculum set by the state, combining one's own strengths, the current social demand for public management talents and the demand for student employment development to innovate the teaching content, curriculum system, etc., to ensure the advanced and scientific nature of the curriculum content and system, At the same time, it is necessary to ensure that professional courses and electives are concentrated in specific professional directions, so as to provide students with more choices for further study on the basis of promoting the development of comprehensive and high-quality talents ^[4].

Secondly, the ratio of theoretical and practical teaching should be optimized. In the teaching of public administration majors in colleges and universities, the problem of improper connection between theory and practice is obvious, which also directly affects the quality of talent training. At the same time, some schools and teachers pay too much attention to theoretical teaching and lack of guidance for students' practical training, which also leads to the insufficiency of students' practical ability, innovation ability, knowledge application ability and problem-solving ability, which affects their subsequent growth and development. In this regard, public administration majors in colleges and universities should optimize the proportion of practical teaching and reasonably increase the proportion of practical teaching, so as to strengthen the connection between theory and practice, promote students' cognition and understanding, and improve their comprehensive ability ^[5].

3.2. Reform of professional teaching methods

Scientific and effective teaching methods are a key element in improving the quality of public administration personnel training. In the past, the teaching method of public administration majors in colleges and universities was single, and students lacked interest and initiative in the learning process, which also affected the actual teaching effect. In this regard, in the new era, public administration majors should fully reform their teaching methods, introduce some modern, interesting and diversified teaching methods, and constantly improve the interest and effectiveness of professional teaching, so that students can gain more knowledge and grow by learning in fun ^[6]. In particular, the reform of teaching methods can be promoted through the following aspects:

- (1) Deepening of the “informatization” reform. At present, with the continuous development of science and technology, information technology has been widely used, which not only provides convenience for people in all fields of life, but also provides new opportunities for the teaching reform of public administration majors under the background of high-quality development. In this regard, the majority of teachers should also change with time and keep updated. Based on the reform background of education informatization, they should actively introduce new information into the teaching of public administration majors, innovate teaching, stimulate students’ interest and potential, and comprehensively improve the quality of teaching and education ^[7]. For example, teachers can actively carry out “online” public administration teaching, break the restrictions of traditional classes and class hours, provide diversified space for students to preview, study and review, improve their autonomy and enthusiasm in professional learning, and provide real-time education guidance for students to solve and answer doubts ^[8]. In addition, teachers can also build an information-based “public administration education platform,” relying on platforms such as Tiktok, Weibo and WeChat public accounts to build a position of digital public administration resources, regularly push some learning resources such as professional directions and relevant policies to students, broaden their professional horizons, and enable information technology to empower the teaching of public administration majors. With this, it can promote the quality of talent training to a higher level.
- (2) Teachers should actively carry out “project-based” and “task-based” teaching methods, guide students to integrate “learning,” “thinking” and “doing,” promote deep learning, and improve on their comprehensive ability. In the traditional professional class of public administration, students lack enough and interesting space for independent thinking and exploration, which also affects their actual learning effect. In this regard, teachers can introduce “project-type” and “task-based” teaching methods into the classroom, guide students to carry out project practice and task exploration in a group way, and effectively stimulate students’ interest in learning while creating an interactive and inquiry-based classroom. For example, in the practice of public management teaching, teachers can divide a number of 4–6 project teams in the class, and ensure the balance of the strength of the members in the group, in order to promote the comparison and competition between groups, mutual learning and communication between the members of the group, creating a good learning atmosphere ^[9]. On this basis, teachers can combine the teaching content design and exploration project tasks, to guide students carry out project discussions, theme debates, etc. This can effectively promote the convergence of students’ ideas and exchanges of thinking, guide them to “learn,” “think” and “do” integration, while ensuring the teaching effect, comprehensively promote the cultivation of students’ comprehensive ability.

3.3. Improve professional teaching evaluation

As an important part of the teaching of public administration majors in colleges and universities, teaching evaluation directly affects the teaching quality and education quality. It is important not only to enable teachers to better grasp the needs of students, understand the shortcomings in teaching, and then optimize the teaching mode, reform the teaching method, and improve the teaching effect, but also to provide students with correct learning ideas, cultivate their good learning habits and learning methods, and promote their independent learning and growth. However, in the past, public management teaching evaluation mainly focuses on achievement and outcome evaluation, and lacks of attention to students' innovation ability and comprehensive quality, which also affects the actual quality of talent training. At the same time, the traditional public administration teaching evaluation mainly focuses on teacher evaluation, and lacks the introduction of diversified evaluation modes, which also makes the enthusiasm of students and the effectiveness of teaching affected by some negative effects^[10]. In this regard, the majority of teachers should first reform the content and standards of teaching evaluation, that is, introduce process evaluation on the basis of traditional achievement and outcome evaluation, and pay attention to students' enthusiasm for group cooperation and participation, classroom learning attitude, innovation ability and practical ability along the learning process. In this way, the cultivation goal of comprehensive and innovative talents is combined with the content standard of teaching evaluation to promote the cultivation and development of students' comprehensive ability.

Secondly, on the basis of teacher evaluation, the teaching evaluation mode should be reformed and innovated, such as self-evaluation, mutual evaluation, group evaluation, editorial evaluation and other evaluation modes can be introduced, so as to provide students with more learning ideas and inspiration. For example, it can guide students to carry out group evaluation, promote students to exchange their ideas, create a good interactive atmosphere, and promote the overall development and improvement of students. Social units can be connected to comment on students' learning and practice from the perspective of real social positions and professionals, and give targeted suggestions, so as to promote students' better growth and development^[11].

4. Broaden the mind, broaden the education platform

Under the background of high-quality development, in order to better improve the quality of public administration personnel training in colleges and universities, schools and teachers should broaden their ideas and actively broaden the education platform^[12]. To be specific, it is necessary to cooperate with local governments, communities and enterprises, give full play to each other's advantages to establish professional practice bases, so as to provide students with more diverse opportunities for post practice, so that students can face practical public management problems, promote their theoretical knowledge and improve their professional comprehensive ability and analytical decision-making ability^[13].

Secondly, the scientific research platform should be broadened, and students should be actively encouraged to participate in various project practices. For example, students can be jointly undertaken to undertake some research topics of the government, enterprises and institutions. Teachers can encourage students to apply for some social scientific research projects or participate in some innovation and entrepreneurship practice activities, so as to effectively improve their innovation ability, problem solving ability and comprehensive quality.

Moreover, more social practice platforms should be opened up for students to promote the improvement of their social management ability^[14]. For example, schools and teachers can actively contact local enterprises and institutions to provide students with some practical platforms in organizational management and social

management, or jointly organize students to participate in some practical activities of the nature of public management to increase their actual job experience opportunities, so as to promote students' participation in society and management. It can effectively promote the cultivation of their professional ability and comprehensive quality.

5. Improve teachers and ensure the quality of education

The plan of education is teacher-based. As the leader of the learning and growth of the public administration talents in colleges and universities, the quality of teachers directly affects the quality of the professional talent training. In this regard, under the background of high-quality development, colleges and universities should actively promote the improvement of the quality of public administration professional teacher teams and improve the construction of teachers to better promote the training of public administration talents and to ensure the quality of education. To be specific, first of all, it is necessary to continuously improve the teaching institutions, and actively introduce some professional talents in social management and other aspects to the school as part-time teachers on the basis of existing teachers, so as to form a combination of excellent teachers and promote the overall level of teachers. On this basis, it can also promote the joint of full-time and part-time teachers, guide them to carry out training exchanges, teaching and research activities on a regular basis, discuss the atmosphere for the practical problems in the process of public management talent training, find effective talent training paths, and improve the quality of talent training^[15].

Secondly, some training opportunities should be actively provided for teachers. For example, some experts and scholars can be united to carry out seminars and exchange meetings to enrich teachers' professional cognition and improve their professional ability. In addition, the majority of teachers should also make good use of their spare time through the Internet, colleague communication and other ways to learn advanced knowledge, improve their professional ability and literacy, so as to better grasp the high-quality development of the background of public management personnel training context, scientific innovation teaching mode and improve the quality of reform management personnel training.

6. Conclusion

In short, the training of public administration professionals in colleges and universities is also in urgent need of innovation and change in this new era. In this regard, the majority of colleges and professional teachers should base on the high-quality development background, constantly use new ideas and new methods to explore the innovation of the public administration major, comprehensively optimize the teaching mode, improve the teaching quality and the quality of personnel training, so as to promote the improvement of students' professional ability and comprehensive literacy, while cultivating more comprehensive and high-quality public administration talents for the society.

Disclosure statement

The author declares no conflict of interest.

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