



On the Reflections on the Reform of the Training Mode of Public Policy Professionals

Xiaochan Chen

Sichuan Normal University, Chengdu 610000, Sichuan, China

DOI: 10.32629/jher.v3i3.891

Abstract: In the context of the new era, although my country's public policy personnel training has achieved certain development achievements, it is still in a pessimistic state from an overall perspective. The reform of the training mode of public policy professionals requires the joint efforts of all. We should actively participate in the reform practice, and use measures such as diversification of talent training channels, optimization of teacher team construction, and improvement of the curriculum system to reform my country's public policy talent training model.

Keywords: public policy major, talent training, reform, model

1. Introduction

Our country's public policy major aims to cultivate talents with comprehensive development of morality, intelligence, physique, beauty, and labor that adapt to social and economic development, and have the ability to have solid basic knowledge of management, economy, society, and law. There are still many deficiencies and problems in the training model of public policy professionals in our country. In the face of the current situation and the future, we must face our problems and have the courage to explore. In accordance with the requirements of the talent training model, we will strive to explore a training model for public policy professionals that is suitable for our economic and social development.

2. Analysis of the current situation of the training mode of public policy professionals in our country

2.1 The understanding and conscious thinking of the public policy profession cannot keep pace with the times

Entering a new era, the educational purpose of our country's public policy major is to cultivate professionals who understand the knowledge and skills of modern public decision-making. The mode of modern public decision-making mainly emphasizes the scientific and democratization of public decision-making, and pays attention to the participation and decision-making of the public in the management of public utilities. But in real life, the concept of fair policy formed under the guidance of traditional thinking is actually the decision of public policy made by a single subject of the government, which reflects the concept of unequal relationship between the subject of the government and the public. There is no fairness to allow the public to participate in the decision-making of public affairs. These performances fully reflect that my country's original public policy concepts are not in harmony with the requirements of the development of the new era, and have not kept pace with the development of public policy models in the new era. In view of the current education status of work policy majors in our education industry, our country's overall ideological awareness of public policy majors is not strong. This kind of professional atmosphere is lacking in the school's policy guidance or the atmosphere of campus culture. Many college students have insufficient knowledge and deep understanding of public policy majors, and do not have a strong in-depth understanding and interest in research and study. Some students of this major also feel very ignorant about their major, and have no idea what the future employment direction of their major will be. These practical problems have led to the fact that many students also lack public policy thinking after graduation, and they cannot use public policy thinking to solve social and public problems in the real society.

2.2 The simplification of talent training methods

The ways of talent training are diversified, not just limited to a few single training methods. Teaching is the best and most direct way to cultivate talents in higher education, but it is not the only way. It has its own defects, and it needs to combine teaching and other ways to play a role in order to truly achieve the purpose of talent training and improve the quality of talent training. However, based on the current situation, our country's talent training approach only relies on teaching, and there

is no practical exercise other than teaching. Around the single way of teaching, the talents cultivated have only theoretical knowledge and no practical ability to operate. Such a single learning approach is impossible for cultivating well-rounded talents. In reality, many of our internship units also have certain problems. Many internship units do not pay attention to the training of interns, and some units even think that interns are a burden to them, which will bring them a lot of unnecessary trouble. Some units reluctantly accept interns in a perfunctory manner, but do not provide them with substantive work after accepting them, or only arrange other positions that are not related to their own professional skills. This makes many interns unable to truly exert their professional talents and lack of professional skills training. In reality, many people's professional theoretical knowledge is seriously disconnected from the actual exercise operation ability. Without practical training ability, it is difficult for graduates to achieve good employment in units or enterprises. The employment rate of public policy majors is not as expected, making the professional skills of public policy majors unsatisfactory. Students do not have the sensitivity to public policy majors, nor do they have the innovative awareness of the majors. These issues should arouse our attention.

2.3 The quality of talent training is not high

The employment rate of school graduates in higher education can fully demonstrate the quality of personnel training. Only when the employment rate of graduates meets the requirements and expectations can it prove that the overall quality and quality of the graduates cultivated by colleges and universities are good. They can well adapt to the development needs of the society, and only then can they be generally recognized and praised by the society, and the degree of social recognition and satisfaction is high. If the overall quality of the trained graduates is not good, the quality is poor, and they cannot integrate into social development, then the employment rate of graduates must be low. From this, it can be inferred that there is a direct relationship between the quality of talent training and the employment rate of graduates. The employment rate of employed students is also known as a thing that education authorities attach great importance to. Judging from the employment feedback situation of enterprises and institutions in reality, many enterprises do not give very high feedback evaluation of employed students. Because companies believe that most of the students majoring in public policy are omnipotent, and do not have specific and particularly outstanding professional abilities. Although the needs of the majors themselves require them to have the ability in law, official document writing, economic management, etc., but because they have learned too much and are too complicated, they have not really allowed them to give full play to their unique advantages. Compared with professional Chinese and law students, they seem to be only scratching the surface. In recent years, recruitment documents for public policy majors are also very rare. These various phenomena show that the recognition and satisfaction of public policy graduates in the real society is not high, and the quality of personnel training in public policy is not very high.

3. Thoughts on the reform of the training mode of public policy professionals

3.1 Increasing publicity for the public policy profession

Public policy is a relatively common discipline. The students who graduate from the public policy major have a wide range of facets and are a major with a relatively low entry threshold. The study of systems thinking will make it easier for students in this major to develop one of the most scarce skills of this era, that is, the pattern of policy leadership and forward-looking vision. The outstanding talents shaped by public policy majors usually have many specific work abilities: communication, statistical analysis of data, scientific research, and superb writing methods, which many other majors cannot give us. Therefore, when we publicize the public policy profession, we must use various forms to promote the public policy profession and increase the public's understanding of public policy expertise. We should also regularly communicate with the freshmen majoring in public policy about the employment prospects after graduation, and adopt the method of communicating with the employed graduates and freshmen to deepen students' understanding of graduates' work conditions and the actual work needs of off-campus employers. This can strengthen students' sensitivity and professional awareness of public policy majors. In addition, we can also distribute professional publicity brochures, publicize this major on the school website, or watch exhibitions and forums on campus to increase students' understanding of public policy majors.

3.2 Increasing the way of talent training, combining theory with practice

According to the actual situation of the current public policy major in our country and the actual characteristics of the public policy major, colleges and universities should actively develop the training methods for professional talents, and encourage students to actively participate in social practice. The school and the public management department should do well in the communication and connection of the internship work, and increase the opportunities for students to have internships, traineeships, field visits and investigations in the employment department. Through the internship experience in the employer, it is helpful for students to combine the theoretical public policy professional basic knowledge and professional

skills knowledge with the specific public policy work practice. This not only consolidates students' professional skills and knowledge, but also improves their ability to analyze and comment on a public issue, research and solve problems. Therefore, schools should try to win support from the government, enterprises and institutions in various ways, establish practice bases, and provide more opportunities for students to go to practice departments to understand the society and exercise their abilities, so that they can grow their talents in serving the society.

3.3 Improving the construction of the curriculum system for public policy majors

Setting up scientific and reasonable teaching content and curriculum system is an urgent task of our country's public policy education. On this issue, we must adhere to two principles: one is to base itself on the reality of the country, because public policy is not only a theoretical discipline, but also an applied discipline. The second is to learn from foreign experience. Foreign public policy education has a history of more than 50 years, and an effective curriculum system has already been formed. The United States has the most mature experience in this regard. In the United States, public policy education has always regarded economics, political science and quantitative analysis as the main knowledge bases of public policy, and the setting of these three basic compulsory courses has not changed significantly over the years. This almost rigid set of compulsory courses has given the public policy a solid core. We should learn from the American experience in the public policy curriculum, and take economics, political science and quantitative analysis as core courses. At the same time, we should also strengthen the construction of supporting teaching materials, and form a series of professional teaching materials that conform to the requirements of employers and meet the needs of cultivating compound and application-oriented public policy talents.

4. Conclusion

For the problems existing in the training mode of public policy professionals, colleges and universities should have the courage to face the existing problems, constantly exert innovative thinking, and improve the current situation of public policy professional education and personnel training. And according to the objective laws of public policy professional education and personnel training, colleges and universities should also combine theoretical policies with practice, grasp the essence of key issues, and make specific analysis of specific issues. Targeted to put forward substantive insights on existing problems, and put talent training into practice.

References

- [1] Zhang Yunfei. Analysis on the Feasibility Path of the Talents Training Mode of Public Policy Majors in Colleges and Universities[J]. *Archives and Reading*, 2019.
- [2] Yang Haihua. Analysis of the existing problems and countermeasures in the training of public policy professionals in our country's colleges and universities[J]. *theoretical observation*. 2014.
- [3] Xiao Shengfu, Reflections on the Reform of the Training Mode of Public Policy Professionals[J]. *Journal of Changsha University*, 2010, 24(3):3.