

# Analysis on the Teaching Optimization and the Construction Measures of Characteristic Courses of “Public Administration”

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**Abstract :** With the further development of the market economy system, the current social public administration is facing new challenges and opportunities. As a talent cultivation activity of social public administration, the public administration major is bound to realize the talent cultivation goal, innovate and reform, and launch the optimization design of professional curriculum teaching. “Public administration” is the core professional course of public administration majors, so this paper focuses on the teaching optimization and construction measures of characteristic courses of “public administration”, aiming to provide reference for the cultivation of applied management talents needed by the society.

**Keywords :** Public Administration; Teaching Optimization; Characteristic Courses; Construction Measures

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“Publicadministration” is a compulsory basic course for the whole major of public administration, which has strong theory and application. In the new era, it is required that the teaching of “public administration” course can cultivate students’ practical application ability, so that they can better adapt to the needs of market economy development and social public service management. However, in the traditional teaching activities of “public administration” courses, it pays attention to the cultivation of students’ theoretical knowledge of public administration, and lacks sufficient teaching management in students’ logical thinking ability and practical exploration ability, which leads to students’ inability to face various practical problems of public administration independently. Therefore, the optimization of the existing teaching of “public administration” and the construction of characteristic courses can effectively promote the teaching reform of “public administration”. Specific studies are shown as follows:

## 1. Problems existing in the course of “public administration”

### 1.1 Problems in the teaching of “public administration”

Based on the analysis on the background of social economy development, the aim of teaching activities of “public administration” courses is through the teaching of the course, to enable students to master theoretical knowledge of management system, to apply theoretical knowledge to the concrete practice activities of public administration, and to put forward innovative ideas to think and explore the practical problems of public administration. Therefore, in the teaching practice of “public administration”, it must start from the teaching content, teaching methods, teaching evaluation system and other aspects, playing a synergistic role to achieve the teaching goal. But in fact, under the traditional teaching concept, the teaching practice of “public administration” has obvious deficiencies.

Firstly, theory and practice in the teaching activities of “public administration” are separated. In the existing teaching practice, the teaching of “public administration” attaches importance to the teaching of theoretical knowledge, but ignores the practical

application of each theoretical knowledge in the class. All the public administration practice activities carried out by students are completed through internship, at this time, students cannot realize the flexible application of public administration knowledge.

Secondly, the teaching method of “public administration” in the class cannot meet the needs of students. The course content of “public administration” is relatively professional. In teaching activities, students are not able to effectively differentiate and analyze knowledge points. In the long run, the enthusiasm of students to participate in the teaching of “public administration” is not high, and they may even become bored with the study, resulting in poor overall teaching effect.

## **1. 2 Problems existing in the curriculum system of “public administration”**

The curriculum construction of “public administration” aims to provide new teaching plans, teaching objectives and teaching forms for classroom teaching activities. In the new era, the curriculum construction of “public administration” needs to achieve two goals. First, “public administration” is required to realize the construction of the knowledge system framework of public administration, and to present clearly the relevance and distinction between public administration and other disciplines. Second, the curriculum goal of combining theory with practice should be set up in the curriculum system construction, and the ability of students to solve practical problems in the field of public administration should be improved step by step. However, the current curriculum system of “public administration” cannot reach these two objectives.

Firstly, the teaching objective of “public administration” is backward. In the existing teaching activities of “public administration”, the teaching objectives set up by it are relatively rigid. On the one hand, it neglects students’ subjectivity in classroom teaching, and the teaching objectives tend to permeate the superficial knowledge. On the other hand, the construction of innovative teaching mode is neglected in teaching activities, and various teaching objectives cannot be effectively implemented.

Secondly, the innovative ability of the faculty of “public administration” is not strong. Teachers play a leading role in the construction of the characteristic course of “public administration”. However, the existing teaching staff of “public administration” has obvious deficiencies in both age structure and educational background distribution, which is not conducive to the construction of the characteristic curriculum system

## **2. Effective measures for teaching optimization and characteristic course construction of “public administration”**

### **2. 1 Effective measures for the teaching optimization and reform of “public administration”**

Firstly, the teaching system of “public administration” should be innovated and reformed according to the market demand. Facing the problem of emphasizing theory over practice in the teaching of “public administration”, it is required to realize the innovation and reform of the teaching system of “public administration”. On the one hand, the transformation and upgrading of classroom teaching methods should be completed to ensure that classroom teaching can take students as the main body. The textbook content should be redesigned and arranged, and the teaching content should be formulated according to the personalized development of students. On the other hand, it is required to optimize and perfect the teaching assessment system and incorporate the practical teaching content into the assessment system of “public administration”, so as to encourage the exploration and analysis of the practical content of public administration in teaching practice.

Secondly, it provides diversified teaching methods for “public administration” by means of educational information. The interest and enthusiasm of students to study and explore are more likely to be stimulated by emerging technologies. Therefore, in the teaching practice of public administration, it is necessary to be able to use educational information means to realize the advancement of teaching methods. For example, the discovery teaching method can be adopted to guide the innovative development of students’ management thinking by introducing problems through example teaching and other ways. In addition, case teaching methods can be used to create a variety of real and intuitive management cases for students, so that students can realize management theory learning in real situations.

### **2. 2 Effective measures for the construction of the characteristic course of “public administration”**

Firstly, a new teaching plan should be made under the guidance of the training goal of application-oriented management talents.

The construction of the characteristic course system of “public administration” does not blindly pursue novelty and difference, but requires that the characteristic course system constructed can cultivate innovative application-oriented management talents and adapt to the management needs of the market. Therefore, it is imperative to develop a teaching plan that meets the needs of students majoring in administration in colleges and universities from the aspects of course arrangement, class schedule and teaching content, aiming at cultivating application-oriented management talents.

Secondly, it needs to improve the comprehensive quality of teachers from multiple perspectives and complete the design of personalized curriculum system. Teachers play an important role in the construction of characteristic courses. Therefore, it is necessary to promote the comprehensive quality and ability of teachers. Only in this way can the creativity and initiative of teachers in teaching and research activities be brought into play and the teaching level of courses be improved better.

### **3. Conclusion**

To sum up, under the guidance of traditional teaching concepts, the teaching mode is backward and the teaching method is single in the teaching process of “public administration”, which obviously cannot meet the social demand for application-oriented management talents in the new era. Therefore, it is necessary to carry out the optimization and innovation of the course of “public administration” to set up a characteristic course system for it, and ensure that the teaching activities of “public administration” in the future can achieve a higher teaching effect and realize the goal of cultivating public management talents in the new era.

### **References**

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