

The Construction of Educational Content System of Economics and Management Based on the Background of Public Management

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Abstract: Public management refers to the guidance of various laws, regulations, policies and plans by the government to solve problems that arise in the process of social and economic development, and to provide support and services when solving problems. Economy and management are important parts of my country's education system, and there is a close relationship between the two. In the process of social development, the two influence each other. The purpose of constructing the educational content system of economics and management is to promote the maturity and development of educational economics and management. This article mainly uses analysis method and questionnaire survey method to study the related theories, feasibility and development direction of the system construction. The survey data shows that 38.9% of seniors attach importance to the method system, 33.3% of the seniors attach importance to the application system, and 36.8% of the juniors attach importance to the theoretical foundation. Therefore, different grades have different requirements for this, but the construction of the overall education content system is supported by the majority of people.

Keywords: Public Management; Economics and Management; Content-Based; System Construction

1. Introduction

Educational economy and management are an important part of my country's social development. Under the conditions of the socialist market economy, enterprises must make scientific decision-making their priorities if they want to gain a foothold in fierce market competition. And universities provide a good platform and carrier for the country to train high-quality talents. Therefore, it is extremely important for college students to cultivate comprehensive academic ability of economics and management. For this reason, it is necessary to establish a relevant education content system to improve and upgrade teaching.

There are many research theories on the construction of the educational content system of economics and management under the background of public management. For example, Zhang Jieyun said that business and education management is an emerging discipline and an important part of public management ^[1]. Zhang Haibin said that the establishment of the basic professional knowledge theory and the establishment of qualification quality standards for the independence of education economy and management still need to be deepened ^[2]. Zhang Wanpeng discusses various indicators of economics and education management from the students' learning results ^[3]. Zhang Weiguo believes that the vocational training quality evaluation system is based on the principles of educational economics and management vocational training quality evaluation ^[4]. Based on previous studies, this article aims to study the economics and management system construction under the background of public management. This is a study of epochal significance.

This article first studies the related theories of public management, expounding its characteristics and feasibility. Then it analyzes the problems, inevitability and differences between educational economics and management. Finally, the system is designed and principles analyzed, and the questionnaire survey method is used to collect data and draw conclusions.

2. The Construction of an Educational Content System Based on Economics and Management in the Context of Public Management

2.1 Public Management

2.1.1 Characteristics of Public Administration

Public management is a system of disciplines, including management, political science, economics and other disciplines. The characteristics of public management have the following functions: 1) Pay more attention to service efficiency. 2) The hierarchical organization structure is replaced. In a decentralized environment, resource allocation and service delivery provide better feedback for customers and other stakeholders. 3) Flexibly choose affordable methods. 4) Pay more attention to the efficiency of direct service provided by the public sector, including setting productivity goals and creating a competitive environment among public organizations. 5) The focus is to strengthen the fundamental national strategy^[5-6].

2.1.2 The feasibility of public management

First, the external management environment is complicated. On the one hand, it has injected real power into my country's government system reform and accelerated the transformation of administrative management concepts and models. On the other hand, administrative tasks also place higher requirements on administrative management, forcing the government to provide high-quality, pragmatic, efficient, and practical public services. Secondly, the rapid economic development has provided material guarantee for the new theory of public management to intervene in the reform of our government. Finally, the evolution of the economic, social, and political environment since the reform and opening up has provided a solid foundation for the introduction of new theories^[7-8].

2.1.3 Understanding of public management

- 1) Treat public administration as the management of political authority.
- 2) Regard public administration as a branch of public administration.
- 3) Treat public management as a comprehensive study.
- 4) Regard public management as a new method or subject framework.

2.2 Educational Economics and Management

2.2.1 There is doubt

Some people believe that education economics and management is an administrative reorganization subject, not based on the continuous changes and integration of academic requirements and social practices, but on the analysis of problems that have occurred in the actual operation of the school since its establishment. It was also pointed out that economics and education management disciplines are difficult to determine and surpass the level of discipline development^[9-10].

Others think the setting is appropriate. Educational economics and management belong to the category of management and belong to the second-level discipline of public management. However, due to the immaturity of public management, the economic and educational sectors also lack a mature foundation. Economics and education management are multidisciplinary interdisciplinary subjects of pedagogy, economics and management. Emphasize that the development speed of economics and education management in my country is gratifying, but still lacks research paradigms, and lack of unique forms and methods for curriculum misalignment. Dilemma^[10-11].

2.2.2 Necessity

First, the birth of education economy and management is the product of the times. In our country, people have begun to realize the characteristics of educational quasi-public products, and education has gradually become a part of public management. Government management faces opportunities and challenges. The function paradigm of public education management under the planned economy system of market economy no longer adapts to the function of company development in terms of function concept. This urgently needs to clarify the role of the government in participating in public education

management to reflect the rights and obligations of all classes of society, to participate in public education management and the improvement of the socialist market^[12-13].

2.2.3 Difference

Education management is a science that examines the objective laws of school education management. At the same time, because teaching management is in line with teaching goals, it is a science that studies how to serve the cultivation of people. Therefore, educational management is a sub-discipline of pedagogy. The content of education management includes education management organization, basic theories of education management, teachers including education manager management, education content management, education operation management, campus environment and culture management, student management, education management psychology, education management ethics and education evaluation, etc. . The goal of educational economics and educational management is to formulate and correctly implement educational policies scientifically, and to implement performance management publicly. Educational economics is the foundation of management. It mainly studies how to use existing resources to create value. And management psychology analyzes and deals with related problems from pedagogy and social psychology.

First, the nature of the subject is different. Second, the focus is different. Third, the problem areas of research are different.

2.2.4 Content system

“The content system of educational economics and management” refers to the structured knowledge or theory of educational economics and management science, and the systemization of the concepts, principles and methods of educational economics and management.

Educational economics is the purpose of studying how to improve students’ learning knowledge, mastering skills, and cultivating high-quality talents. Educational Economics researches how to use various methods and means in teaching activities to achieve the expected goals. There is an inseparable relationship between “teaching” and “learning”. Teachers not only impart knowledge, skills and other professional qualities, but also teach students to learn and master scientific and cultural common sense. The basic idea of educational economics is: “At any time, all activities related to personal, family and social development must be subject to certain rules.” Educational economy should be student-centered.

The structure of educational economics includes the study of human social behavior, that is, the analysis of the relationship between humans and animals. Study how to achieve the expected results by controlling the activities, so as to formulate corresponding management strategies and implementation plans.

2.3 Construction of Educational Content System

Data mining web page model based on educational content

Aiming at the content of Educational Economics and Management, this article conducts web data mining. The specific process includes the following steps: Use a browser to search education economics and management, and this page can be PageRank, namely:

$$QW(i) = a \sum_{x \in R(i)} qW(X) / M_x \quad (1)$$

In order to avoid the precipitation phenomenon, a damping coefficient z is introduced to make it into formula (2):

$$W(i) = (1 - z) + z \sum_{x \in R(i)} qW(X) / M \quad (2)$$

The page ranking formula can explain the selection of pages from a random probability perspective. The higher the PageRank of a web page, the higher the probability that web viewers think it.

Through web computing, and according to the purpose and function of educational economics and management, this article constructs the system of its educational content into the framework shown in Figure 1.

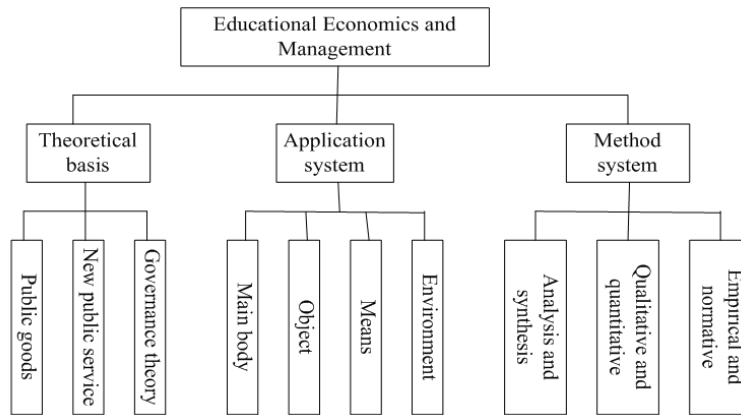


Figure1.Educational Economics and Management Content System

2.3.1 Principles of system construction

Education in the field of public affairs is a complex issue. The principles to be grasped for its construction include the following aspects:

The first thing to talk about is integrity. The content system must be structurally unified and complete. The second is systemic. As the content of the subject, systematic knowledge display is more conducive to students' grasp and understanding of knowledge. The third is to be logical. Only logical subject knowledge can have the fun of learning.

2.3.2 Main content of educational economics

When analyzing the "teaching process" as the main content of educational economics, we can see that it is a learning environment in which the teacher is the center, the students are the main body, and the teachers and students participate together. There are two aspects to this: one is the student; the other is the teacher. The former refers to the curriculum resources provided by schools and teachers to provide ideological guidance to students; the latter refers to the teaching materials, teaching methods and other related knowledge content and corresponding knowledge that need to be used in the school or in some educational activities. Teaching methods and so on are all organized by teachers.

The main structure of educational economics includes: 1) Teaching organization. It refers to teachers, students and parents, and school leaders. (2) Curriculum setting and management strategy, that is, the method to achieve the goals and requirements to be achieved when selecting or modifying the content of the textbook; adding some operable, practical needs and suitable for social development needs in the textbook It can also reflect the theoretical knowledge of a certain educational purpose. 3) Teaching organization structure: refers to the establishment of a mutual connection and interaction between teachers, students and parents, as well as between teachers and students.

3. Questionnaires Related to the Construction of the Education System

3.1 Questionnaire Background

Educational economics is a method and management method of research and education. The purpose is to analyze the knowledge and skills that students need to master in the learning process. Management mainly refers to people-centered, using scientific theories to formulate relevant strategies. From a sociological point of view, it is the handling and coordination of the relationship between people and things. From the perspective of students, they must have a certain learning ability. As far as teachers are concerned, they should have corresponding professional knowledge. From the perspective of managers, we should have strong management capabilities. Because the current education economics and management are still immature, further research is needed.

3.2 Questionnaire Design

The content of this questionnaire is based on the construction of an educational content system of economics and management. The content of the questionnaire is designed around themes. Questionnaire answering methods are divided into single choice, multiple choice and fill-in-the-blank. Among them are the following questions:

- (1) The basic information of the person filling in the questionnaire, such as major, grade, gender, etc.
- (2) Views on economics and management.

- (3) Understanding of public management.
- (4) Attitudes towards the construction of educational economics and management education content system.
- (5) Some suggestions for system construction.

3.3 Questionnaire Process

Invite questionnaires and answer questions online for college students. Collect questionnaires provided by students of different grades, different majors, and different genders. According to the statistical results, 300 questionnaires were collected. The results of the questionnaire were sorted and analyzed and displayed in the form of charts.

4. Survey Results of the Construction of the Educational Content System

4.1 Analysis of the Importance of the Composition of Content System Construction

According to the data compiled by the questionnaire survey, we conclude that in education economics and management, the important content mainly revolves around three aspects, namely, theoretical foundation, application system and method system. Their support rate is shown in Table 1:

Table1. Analysis of the Importance of the Composition of Content System Construction

	Freshman	Sophomore	Junior	Senioryear
Theoretical basis	20	27	28	25
Application system	23	24	23	30
Method system	19	21	25	35

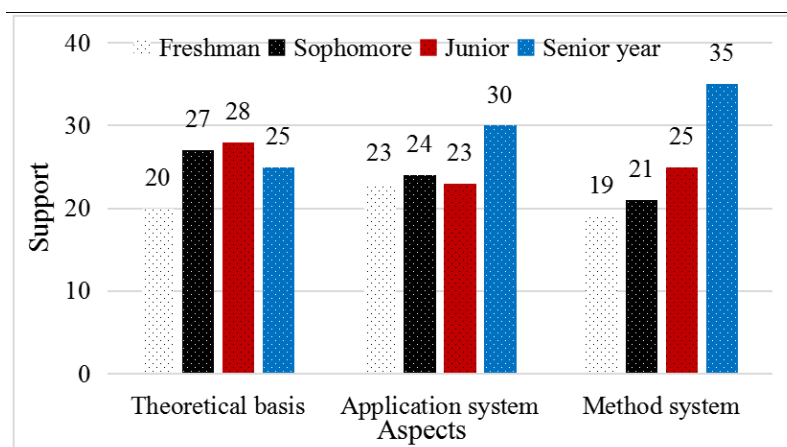


Figure2. Analysis of the Importance of the Composition of Content System Construction

As shown in Figure 2, we can see that different grades have basically the same attitude toward the three aspects of system construction, but their support rates are different. In the basic theory, juniors pay more attention to it. In the application system and method system, seniors value it most.

5. Conclusion

With the popularization and application of Internet technology and communication equipment, people are using more and more educational information resources. The increasing demand for convenience brought about by the information age requires us to think about how to improve the comprehensive ability of students from a management perspective. This requires that my country's economics and management continue to explore new methods in education and teaching to adapt to this change. According to the results of the questionnaire, the construction of the educational content system needs to pay attention to the subject, object, means and environment in the application system. It is also necessary to pay attention to the cultivation of the theoretical foundation of freshman students. In addition, it is necessary to pay more attention to the method system, which has a certain value for the cultivation of the comprehensive ability of the seniors.

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