

A Study on MPA "Interactive" Cultivation Model Based on Problem-solving Ability Enhancement — Based on the Empirical Investigation of Six Universities in Guangdong

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Abstract: In the era of information globalization, one of the most important abilities to train MPA talents is to be able to use existing knowledge and experience flexibly and to solve the problem effectively. Cultivating high-quality talents with innovative spirit is the common goal of MPA cultivation in the world today. Based on this, taking six colleges and universities in Guangdong as an example, aiming at improving students' ability to solve problems, this paper makes an empirical study on the MPA "interactive" training model..

1. Introduction

A Master of Public Administration (MPA) is an applied degree. On the training of in-service talents, MPA、MBA(MBA) and JM(Master of Law) are called the three pillars of liberal arts and higher vocational education. During the 1920s, MPA was first born in the United States and was founded in 1924 by the College of Citizenship and Public Affairs of Maxwell, Syracuse University, United States. From then on, MPA education flourished in the United States, France, Britain, Germany and other major countries in Europe and the United States, as well as in Asia, Australia and many other countries. Especially in recent decades, MPA talent training has developed more rapidly. In the western linguistic field, the "interactive" culture mode is generally respected. It is an effect-oriented creative teaching theory and strategy. Interactive learning aims to improve students' reading comprehension and self-monitoring ability. This teaching mode plays an increasingly important role in improving the comprehensive quality of MPA.

2. Development of MPA Talent Training in Colleges and Universities in China and Guangdong

Internationally, MPA degrees are widely accepted by all countries and are considered to be the most suitable degree for people working in the government and non-governmental public sector, non-profit organizations (NGO) and some important industrial sectors, and have a wide range of employment channels. Due to the gradual decentralization of government power and the gradual transfer of some functions to enterprises, the proportion of enterprises absorbing MPA graduates is increasing, and the demand for talents is also increasing. Hence MPA the goal of talent training is not just government departments. As the socialist market economy system is gradually established, MPA education in China has played an important role in promoting the coordinated development of economy and society, and the management and service mode of the public sector has also undergone profound changes [1]. With the approval of the 17th meeting of the Academic Degrees Committee of the State Council in May 1999, the 10th professional degree-level discipline was established in China in 2000, and the first-level discipline was piloted in 24 key universities in the country in 2001. By 2009, the number of MPA pilot institutions had increased to 100, covering 29 provinces, municipalities and autonomous regions, with nationwide enrolment. Among the national professional degree training units, the number of MPA training units is in the forefront. Along with the reform of government institutions and the transformation of functions, as well as the need to

build a contingent of high-quality and specialized public management talents, MPA in the process of development, has been highly valued by the party and the government and the active cooperation of various training units, which has attracted wide attention of the society. China, the development of MPA talents is gradually rising, and has made great progress in the past ten years, which has trained a group of high-quality and specialized applied talents in public management for the country. Since 2002, Guangdong, as a strong economic province, the first batch of colleges and universities to recruit MPA majors, so far, Jinan University and other six colleges and universities have obtained MPA degree certificates, an average of about 500 students a year.



Figure 1 MPA class

3. Status of Quality and Ability of MPA Talents in Chinese and Guangdong Universities

Throughout the world, the competition for talents is becoming increasingly fierce. In today's world, the competition for human resources has increasingly become the focus of competition. The developed world continuously optimizes the talent development strategy, strengthens the talent competition dynamics, the talented person resources strategic position is increasingly prominent, our country talented person work faces the new challenge. As far as the country is concerned, provinces and cities have introduced new talent strategies to enhance regional competitiveness. The developed Yangtze River Delta, the Bohai Sea and the national competition for talent is increasingly fierce. Especially the formation of the competitive advantage of talents in the Yangtze River Delta, Guangdong is facing great pressure. But at present, the talent team of Guangdong colleges and universities still has the system, the quality, the structure, the scale and so on aspect does not adapt, has restricted the Guangdong sustainable development. How to fully integrate and develop the talent resources of the whole society, especially the public sector, and improve the talent competitiveness of the six universities in Guangdong under the guidance of scientific talent view is a very important and urgent task under the new situation. Among the ranks, many people with higher education have received only single professional education, fewer complex talents, still few high-level public management educators, outdated knowledge, low comprehensive quality for analyzing and solving problems, weak ability to formulate and interpret public policies, deep inability of some cadres to administer according to law and efficiently, and insufficient innovation in management and service, which limit the pace of further reform of government departments.

4. Interactive Development Model Based on Improved Problem-Solving Skills

Interactive cultivation is a typical group discussion teaching model, whose core content is learning strategies, and its ultimate goal is to enable students to learn independently without the support of teachers. In this teaching mode, teachers play a leading role in the collective completion of the main learning activities, highlighting the main position of students, conducive to the cultivation of students' autonomous learning ability [2].

4.1. Development Strategies, Autonomous Learning

The main reasons for students' poor self-reliance are lack of learning motivation and interest, lack of learning plan and system. In addition, most students' learning is isolated, they lack the sense of interaction, and are more reluctant to take the initiative to use network resources. Therefore, it is necessary to strengthen the consciousness of autonomous learning, stimulate the interest of learning, form a lasting learning motivation, cultivate students' autonomous learning ability, and promote the development of autonomous learning strategies. Learning strategy is a kind of thinking activity that learners use acquired knowledge, which can communicate with language knowledge. But the role of learning strategies is to enable learners to devote their time and energy to scientific learning. It is scientific and effective to learn English efficiently and successfully. The research shows that the mastery and application of learning strategies are positive. The combination of learning strategy training and teaching material content is one of the important ways to cultivate students' autonomous learning ability. In the new curriculum reform, teachers should formulate practical and feasible "step-by-step" teaching goals that students can easily achieve according to their psychological and physiological characteristics, and then put forward the learning goals of this course, clarify the methods and requirements of autonomous learning, and let students explore, study problems, explore knowledge and prepare for interactive activities.



Figure 2 MPA baccalaureate

4.2. Enhanced Interaction and Role Transfer

Individual learning is not isolated learning, but through the guidance of teachers, targeted, achieved good learning results, but still need teachers and students to "communicate, interact ". The interactive teaching mode is to arouse students' enthusiasm to participate in the study of literature courses, to arouse students' emotional response, to make them feel the experience in their own places, and to pay attention to cultivating them to carry out research and analysis independently, rather than to do rational abstraction and generalization, to make the system-rational model and rote memorization. The interactive classroom teaching model mainly has three basic activities: group activities, group activities and individual activities. Through teacher-student interaction, life interaction and man-machine interaction, students can only acquire the ability to express language freely in the practical operation of actively participating in a large number of language activities. The more frequent communication, the more communication training received, the more comprehensive the development of language skills. In the interactive situation, through the actual operation of interactive activities, stimulate students' interactive initiative and enthusiasm for participation, through games, competitions, performances and other interactive activities to activate interactive behavior. In addition, the interactive activities of solving problems and obtaining information require students to think and observe positively, which is also of great significance to cultivate students' language application ability.



Figure 3 Interactive culture

4.3. Comprehensive Assessment, Timely Feedback

In interactive teaching, teachers' evaluation of group activities should be accurate and diversified. The design of classroom teaching is carried out on the basis of students' self-practice, and students can solve some typical problems in classroom teaching by means of evaluation and modification. Students' mutual evaluation and teachers' mutual evaluation are two methods to solve problems. Testing teaching effect, timely feedback and effective correction are helpful to improve teaching quality. It is necessary to give students more affirmation and encouragement to evaluate, cultivate their self-confidence, arouse their enthusiasm for solving, create a pleasant atmosphere of competition, and make students learn in a pleasant atmosphere of play, and obtain the best training effect.

4.4. Enhanced Problem-Solving Capacity

First of all, we should have a good knowledge base, be able to flexibly apply knowledge to current problems, at the same time master some basic strategies to analyze and deal with problems, cultivate a strong desire for knowledge and knowledge, willing to find problems and solve problems. Teaching should not only let students remember more knowledge, but also make them form flexible and effective knowledge structure, so that they can use knowledge to solve the problem of self-interest. Therefore, in subject teaching, teachers should consciously cultivate students' ability to use knowledge to solve problems. Problem solving thinking is a common way of thinking, some problem solving ability may be "routine", only general problem solving methods, while some problems may be creative.

5. Conclusions

Because of the rapid development of information technology, people's way of thinking and life has changed greatly, the traditional way of education has been unable to meet the needs of education, and the establishment of interactive training mode has become an opportunity for MPA training reform. By applying the interactive teaching mode to MPA teaching, the teaching process can be changed from traditional teaching mode to interactive teaching, and with the help of the interactive skill learning effect of information, students can master a variety of knowledge and skills. In the process of acquiring knowledge, learning to find problems, think carefully, and find solutions to problems can improve students' enthusiasm and initiative in learning. I believe that through the continuous rich teaching practice, interactive training mode can improve the quality of teaching, gradually achieve the goal of solving problems as the premise, training MPA comprehensive application ability.

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