The Carriers and Paths of the Second Class Teaching of Public Administrative

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ABSTRACT: Insufficient employability is one of the fundamental reasons for college students' difficulty in obtaining employment at this stage. There is a direct positive correlation between the second classroom teaching activities and the employability of college students. The carrier of the second classroom teaching of administrative management can be designed as a training center for quasi-civil servants, supplemented by necessary supporting measures.

KEYWORDS: second classroom; carrier; path

Since the beginning of the 21st century, the rapid development of higher education has made important contributions to my country's social and economic development, but at the same time, we must also admit that the problem of college students' employment difficulties has indeed not been fundamentally resolved. An important social problem that will be faced. Investigating the reasons, there are multiple reasons for college students' difficulty in obtaining employment. The lack of employability of graduates is one of the important dimensions, and even the root cause. Therefore, as a base for talent training, colleges and universities should pay special attention to the cultivation of college students' employability. Not only should they cultivate their professional knowledge and skills through the main channel of the first classroom, but also give full play to the role of the second classroom to train college students to adapt to social life. The basic qualities and job-hunting skills that should be possessed are to improve their comprehensive qualities while developing their employability, so that college graduates can smoothly enter various fields of employment. This is the fundamental solution to the employment difficulties of college graduates in our country. Next, the author will discuss the carrier design and implementation path of the second classroom teaching system of administrative management from the perspective of improving students' professional practical ability and employability based on my own teaching experience.

1 Interpretation of the concepts of employability and the second classroom and their correlation analysis

To do a good job in the design of a professional second classroom teaching system, we must first clarify two basic concepts-employability and second classroom, and the relationship between them. In recent years, domestic and foreign scholars have conducted in-depth research on the issues related to the employability of college students. There are two representative definitions of employability by foreign scholars: one is the USEM model widely cited in the field of employability research constructed by Knight and York scholars from the perspective of psychology. It contains four components: understanding Power, skills, self-efficacy, metacognition [1]. The other is the employability model proposed by Poole and Swell. This model believes that employability is closely related to the three essential elements of self-efficacy, self-confidence, and self-esteem, but how to form self-efficacy, self-confidence and self-esteem? Poole and Swell believe that it is formed by people's continuous reflection on five aspects of career development, learning, experience, professional knowledge, comprehension and skills, general skills, and emotional intelligence [2]. In China, Ren Jianglin of Chongqing Three Gorges University proposed that the employability of college students should include three levels. The first level is basic work ability. It is the basic quality that college students should possess as social people and unit personnel are the primary criteria for employers to select college students. The second level is professional knowledge and skills, which are the core competitiveness of college students' employment. The third level is job search skills. This is an important factor that determines whether college students can realize the combination of labor and means of production, and achieve the matching of personnel and positions [3]. Scholar Zheng Xiaoming puts forward that employability refers to the ability of college graduates to achieve

employment ideals, meet social needs, and realize their own value in social life through knowledge learning and comprehensive quality development during the school period [4]. Based on the research of scholars at home and abroad, the author believes that employability is a collection of specific comprehensive qualities and abilities for the purpose of employment.

The so-called second classroom is relative to the first classroom. It refers to the purpose of educating people in addition to the compulsory courses stipulated in the teaching plan, focusing on training students' basic skills and improving students' comprehensive quality, with abundant resources A series of open activities carried out with space as the carrier [5]. It is not only the continuation and extension of the first classroom, but also an open education system with a specific organizational structure and a specific education function. It is mainly composed of ideological, political and moral education, social practice and voluntary services, and academic technological innovation. It is composed of activity modules such as skills training, culture, art and physical and mental development, and various social activities. Compared with the first class, it is goal-oriented, extensive in content, flexible in organizational mechanism, open in time and space, independent in choice and efficiency. Comprehensive and other characteristics.

To a certain extent, the comprehensive quality cultivated in the second classroom is an organism composed of a variety of knowledge and ability elements, and an important part of employability. The specific comprehensive quality required for employment is through continuous learning in practice. What is formed by groping is the quality of how to act, which is often related to the achievement of the goals recommended by college students. The employability of college students is the sum of various qualities directly related to the smooth employment of job seekers. It mainly includes personal ideological and moral qualities, business skills, social practice ability, physical and mental adjustment ability, team integration ability and other elements. It is A kind of ability about how college students achieve employment. It is related to the realization of college students' career goals. Comparing the two, the connotation of employability is directly related to the comprehensive quality cultivated in the second classroom.

2 The carrier design of the second classroom teaching system of administrative management

Based on the above understanding and grasp of the concept of employability and the second classroom and the relationship between the two, combined with the specific characteristics of the undergraduate major of administrative management in colleges and universities, and considering the actual employment channels of the current college administrative management graduates in my country, the author believes that it should be based on The constituent elements of employability and the construction of a second classroom teaching system for administrative management majors in accordance with the modular thinking.

According to the above construction ideas, the author suggests that colleges and universities with administrative management majors can try to establish a "quasi-civil servant training center", and use this as a carrier to enrich and improve the second classroom teaching system of administrative management. The specific implementation plan is as follows:

2.1 Goals and ideas of work

The work objective of the "quasi-civil servant training center": to adapt to the training goals of administrative management and other political and legal majors-senior application-oriented talents in public agencies, and strive to improve students' public examination ability and official operation ability, and create a group of strong employment competitiveness The "quasi-civil servants" laid a solid foundation for students to achieve high-quality employment.

The working idea of the "quasi-civil servant training center": the organization of the "quasi-civil servant training center" is intellectually supported by the faculty of the department where the administrative management major is located. To achieve targeted training and cultivation of students. The professional quality requirements of civil servants include political quality, professional knowledge and intellectual quality, psychological and physical quality, etc. In addition, the basic competence requirements of civil servants include expression skills, interpersonal coordination skills, time management skills, learning skills, and office modernization and Foreign language ability, etc. Based on the professional quality structure of civil servants, the preliminary design of the work content of the "quasi-civil servant training center" includes four major modules: political literacy improvement, professional literacy improvement, physical and mental literacy improvement, and employment skills improvement.

2.2 Implementation method

With clear work goals and specific work ideas, the "quasi-civil servant training center" can make specific plans from two aspects: organization construction and operating mechanism.

2.2.1 Organization Building

Establish a training center for quasi-civil servants, directly under the department's student work leading group, with one director (professional teachers), two director assistants (student cadres), and a secretariat, publicity department, outreach department, and extension Training center. The secretariat is mainly responsible for the daily management of the center; the publicity department is mainly responsible for the center's news and publicity work; the outreach department is mainly responsible for the acquisition of external resources; the extension training center is mainly responsible for the training of trainees.

2.2.2 Operation mechanism

After the "quasi-civil servant training center" runs normally, three major operating mechanisms will be formed: First, the intelligence guarantee mechanism. With the intellectual support of the teachers and students of the administrative management major, the second-class teaching team of the administrative management major is formed to promote the daily operation and activities of the "quasi-civil servant training center", and continuously improve the professional level of the center's related activities. The second is the school-government joint mechanism. Actively contact governments at all levels and relevant units and departments and obtain their support, and strive to obtain more social resources and greater development space for the operation and development of the center. For example, it regularly invites party and government leaders at all levels to visit the school and participate in the center's "face-to-face current politics" and "management practice forum" activities. Third, the school-enterprise joint mechanism. With the help of the "quasi-civil servant training center" brand project, get in touch with civil servant examination and training institutions in the society, reach a long-term cooperation intention, and achieve a win-win situation for schools and enterprises. For example, strive for various free resources from civil servant training institutions, expand the center's branding work-the scope of influence of mock public examinations, and improve the quality of mock training.

2.3 Working module

The fundamental purpose of the "quasi-civil servant training center" is to improve the direct employability of administrative management students, and the examination of civil servants is the most important way of employment. Based on the professional quality structure of civil servants, the work content of the center can be specifically designed as:

2.3.1 Political literacy improvement module

The political literacy improvement module is specifically designed into two parts: one is, singing, reading, speaking and writing activities. Taking major commemorative festivals as an opportunity, a wide range of singing, reading, speaking and writing activities were carried out among students: singing red songs, reading classics, telling stories, preaching admonitions, and writing feelings to enhance students' political literacy. The second is to re-take the revolutionary road activities. Organize students to go back to the road of revolution, receive education in revolutionary traditions, relive the stories of heroes and martyrs, and cultivate their sentiments.

2.3.2 Professional Quality Improvement Module

The specific design of the professional literacy improvement module consists of three parts: First, current political competition. Regularly hold current affairs knowledge contests, current affairs speeches, current affairs debate contests, and official document writing competitions to enhance students' expressive skills. The second is face-to-face activities on current affairs. Taking major conferences and major events as an opportunity, we invite party and government leaders, experts and students from outside the school to have face-to-face exchanges to interpret current affairs hotspots for students, so as to enhance their ability to analyze current affairs. The third is the people's livelihood survey. Set up a social survey service team to conduct special surveys on current political hotspots and people's livelihood issues, and write social survey reports under the guidance of teachers to provide reference for government departments' decision-making. At the same time, improve students' writing skills.

2.3.3 Employment Skills Upgrading Module

The specific design of the employment skills improvement module consists of three parts: First, the management practice forum. Regularly invite grassroots party and government leaders to give lectures on administrative management practical skills for students to enhance the pertinence and effectiveness of students' employability training. The second is to take part in the exercise. Organize temporary training service teams to go to government departments for on-the-spot training to promote students to "be educated, develop talents, and make contributions" in social work. The third is to simulate public examinations. Cooperate with external civil service examination training institutions to regularly hold mock civil service examinations, including written

examinations, interviews, interview skills training and other links, in order to enhance students' competitiveness in civil service examinations.

3 Path selection of the second classroom teaching system of administrative management

The construction of a static system is only the basis of the second classroom teaching system for administrative management majors. To make this system truly effective, a series of supporting measures are needed:

3.1 Organizational Guarantee

The organization guarantee here has two meanings. The first is to establish and improve the relevant rules and regulations of the administrative management professional second classroom teaching team, especially the relevant incentive policies, so that professional teachers can actively participate in the center's second classroom teaching activities. The second is to strengthen the main role of the league branch of the class in the second classroom teaching system, and change the original "management" approach that only carried out the second classroom activities by the general branch of the college and department, but emphasized the horizontal The main role of grades and classes, so as to achieve a lower focus of activities, comprehensive coverage, stimulate the vitality of grassroots organizations, and strive to allow more students to participate in the center's second classroom activities.

3.2 Direction guidance

The direction here refers to professional development. From the content arrangement of the above-mentioned second classroom teaching system, it is not difficult to see that most of the extracurricular activities are related to professional learning. This is mainly because the traditional second-class teaching activities are not goal-oriented and deviate far from professional characteristics, which leads to lower enthusiasm for students to participate. The development of the second classroom teaching activities in the direction of professional learning is its core vitality, which helps to improve the enthusiasm of students and ensure the teaching effect.

3.3 Disciplinary enforcement

Compared with the first classroom, the second classroom is more free and open, but this does not mean that the second classroom does not require discipline. On the contrary, the second classroom teaching requires more discipline and enforcement, especially in the early stage of the implementation of the new teaching system. On the one hand, students have more freedom of choice, and on the other hand, the attractiveness of new teaching activities to students has not been fully revealed. . At this time, disciplinary enforcement may be the best way to ensure the effectiveness of teaching.

3.4 Financial support

From the perspective of education investment, the development of the center's related work requires a certain amount of expenditure as support. Schools and departments should set up special funds to create better hardware conditions for the development of rich and colorful second-class teaching activities, and build a multi-level and multi-link second-class activity platform, so as to ensure the effective operation of the second-class teaching system of administrative management.

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