On the Teaching Interactive Paradigm of Network Training for Civil Servants in the New Era: Based on the Perspective of Post-modern "Teaching by proposal" Theory

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Abstract

With the rapid development of modern educational technology, the civil servants' training paradigm in China has quietly moved from the model of traditional single offline (face-to-face) to a hybrid training paradigm that combines online and offline. However, compared with the attention paid to the expensive construction of network training platform and network training curriculum resources, the current network training of civil servants in our country has always lacked high attention and effective methods to a series of problems affecting the teaching quality and effect in network training, such as the reform and innovation of teaching paradigm, the stimulation of students' learning motivation, the in-depth integration of teaching and technology, the cultivation of students' autonomous learning ability and thinking mode. The fundamental reason is that there is a problem with the interactive teaching paradigm of civil servants' network training. Therefore, how to effectively reform and innovate the interactive paradigm of network training and teaching for civil servants in our country has become a key problem that restricts the high-quality development of network training for civil servants in the new era. The post-modern "teaching by proposal" theory put forward by John B.Cobb Jr., a famous American post-modern philosopher, is a brand-new interactive teaching theory, which has very important enlightenment significance and application value for the construction of the interactive teaching paradigm of China's civil servants' network training. Article explains postmodern " teaching by proposal" theory of rich connotation and methodological essence based on point,Starting from the main problems and key causes of teaching interactive paradigm of civil servants network training ,guided by postmodern" teaching by proposal" interactive theory, construct a kind of teaching interactive paradigm of civil servants network training, civil servants' autonomous learning ability as the purpose, to "teaching proposition" precise "further proposed as the main method, " interesting proposition ", "useful proposition", "effective proposition" cycle as the main part.

Key words: Post-modernism; teaching by proposal; Network training for civil servants; Paradigm

Network training for civil servants is the result of the rapid development of modern educational information technology. This brand-new training method for civil servants has become a normal training method for civil servants due to its high efficiency, convenience, resource sharing and many other advantages. In recent years, the series of systems on civil servant training formulated by the state not only has fully affirmed the importance and necessity of carrying out civil servant network training, but also has made clear regulations on how to carry out civil servant network training. The "network training" method for civil servants was first proposed by the "Regulations on Civil Servant Training (Trial)" issued in 2008 and the "Regulations on Cadre Education and Training Work" formulated in 2015. For the first time, the network training is clearly defined as one of the methods of cadre education and training in the form

of laws and regulations. However, the "National Cadre Education and Training Plan 2018-2022" implemented since 2018 has puts forward a series of specific measures and requirements for the integration and development of civil servant training and the Internet. All these systems have greatly promoted the rapid development of network training for civil servants in our country.

However, compared with the attention paid to the expensive construction of network training platform and network training curriculum resources, the current network training of civil servants in our country has always lacked high attention and effective methods to a series of problems affecting the teaching quality and effect in network training, such as the reform and innovation of teaching paradigm, the stimulation of students' learning motivation, the in-depth integration of teaching and technology, the cultivation of students' autonomous learning ability and thinking mode. The fundamental reason is that there is a problem with the interactive teaching paradigm of civil servants' network training. Therefore, how to effectively reform and innovate the interactive paradigm of network training and teaching for civil servants in our country has become a key problem that restricts the high-quality development of network training for civil servants in the new era.

1. THE SIGNIFICANCE OF POST-MODERN " TEACHING BY PROPOSAL" THEORY TO THE HIGH QUALITY DEVELOPMENT OF CIVIL SERVANTS' NETWORK TRAINING

As we all know, scientific, flexible and efficient teaching interaction is always the soul and key to the success of all training. As a special type of teaching, network-based training for civil servants is no exception. However, it is only after education has truly become a science that it is possible to truly realize the key role of "interaction" in teaching. From a practical point of view, the discussion of "interaction" in teaching began as early as the 1980s on the design of classroom teaching activities. Since then, the research and exploration on teaching interaction have been continuously developed. It was not until the 21st century that a relatively systematic and in-depth understanding of the problem of teaching interaction was obtained. Various theoretical results of teaching interaction were brilliant. From theory to practice, from offline to online, from education to training, it has continuously developed in depth. Nowadays, multi-dimensional interactive teaching methods such as "inquiry interaction", "multi-directional interaction" and "dynamic interaction" are not only applied more and more widely in teaching practice, but also have a very obvious effect on the improvement of teaching quality of various levels and types. It is precisely

because of this development trend that the 2018-2022 National Cadre Education and Training Plan clearly stipulates that the proportion of courses using interactive teaching methods such as seminar, case, simulation, experience and debate in civil servant training shall not be less than 30%. In fact, this proportion is still lower than that of senior civil servant training in the United States (60.5% for long-term training and 47.7% for short-term training (Xiong, 2012)

However, taking a comprehensive view of the research on "interactive" teaching in network training at home and abroad, we can easily find two distinct characteristics. First, the research on teaching interaction is often hidden in the research on optimization of training mode and improvement of lesson quality. There are few innovative researches directly aiming at the teaching interaction paradigm itself. Second, researchers almost all regard "interaction" as one of the links in the teaching process, and do not fully realize the extreme importance of teaching interaction for improving the quality of network training. The post-modern "teaching by proposal" theory put forward by John B.Cobb Jr., as a new interactive teaching theory, makes up for the deficiencies of previous studies. It changes the previous researchers' research perspective and regards "interaction" as the soul of any teaching. It believes that it must be implemented in the whole process of teaching. Teaching without interaction is inefficient or even ineffective. In short, the postmodern "teaching by proposal" theory essentially regards the proposal of teaching proposition as the core method of teaching interaction, which exists in the whole process of teaching. The teaching proposition presents a series of chain and continuous circulation in the teaching process. Therefore, the process of teaching proposition proposal is the implementation process of teaching interaction. An effective teaching proposition proposal process means a successful teaching interaction.

The scientific nature and effectiveness of John B.Cobb Jr.' s postmodern "teaching by proposal" theory have not only been clarified by the latest postmodern philosophy, but also confirmed by the distributed cognitive theory. The theory holds that cognition exists and is distributed in individuals, between individuals, as well as in media, environment, culture, society and time (Zhou & Fu, 2002). It also holds that only interaction can make both sides of the proposal share understanding in specific situations. Hutchins believes that in the network environment, "interaction" is a necessary condition for distributed cognition. In fact, only through "interaction" can learners participate in the knowledge flow in the online learning space and produce new knowledge (Zhang & Dan Qin, 2018).

To sum up, John B. Cobb Jr.' s post-modern "teaching by proposal" theory has great guiding significance and practical application value for the construction of current network training paradigm for civil servants in China.

First, it will help to promote civil service training institutions and teachers of all levels and types to speed up the renewal of ideas, fundamentally changing the current status and problems that is lack of interaction between teaching and learning parties, and the interaction is developed in forms, and lack of effective design in the current civil service network training process. Second, it helps to stimulate both sides of the teaching process to have a strong interest in the teaching process and take the initiative to learn. Because teachers have fully guaranteed their dominant position in the teaching process through effective proposals, in order to put forward better proposals, teachers must enhance their quality, so proposals will naturally become triggers and gas stations for teachers to further take the initiative to learn. The civil servants participating in the training are also deeply aware of the fundamental problems that must be solved in their learning, such as what to learn, how to learn, why to learn, and so on, because of the "proposal", thus solving once and for all the long-standing and difficult problems that affect the quality of training, such as learning motivation, learning interest, learning methods and active participation. The third is to fundamentally change a series of persistent ailments that seriously affect the quality and effect of the current network training of civil servants in our country, such as focusing only on hardware construction such as platforms, focusing only on the number of training resources for courses, focusing only on the application of technology and machinery but not on the in-depth interaction between the two sides of teaching, focusing on arousing students' interest in learning, focusing on the improvement of the quality of training teachers, focusing on the cultivation of students' autonomous learning ability, etc., so as to fundamentally realize the high-quality development of network training of civil servants in the new era.

2. THE MAIN CONNOTATION AND METHODOLOGICAL ESSENCE OF JOHN B. COBB JR.'S POST-MODERN "TEACHING BY PROPOSAL" THEORY

John B. Cobb Jr., a famous American philosopher, was the earliest proponent of the postmodern "teaching by proposal" theory. In his book "Post-modern Public Policy: Reshaping Religion, Culture, Education, Sex, Class, Race, Politics and Economy", he clearly pointed out that in order to break the value-neutral education mode and to get rid of the boring and boring learning state, students must find "propositions that are meaningful to students and can arouse their interest" (John B. Cobb, Jr., 2003). On the premise that students have full voice, teachers fully "guide students to think and observe in various ways related to their thinking and observation, but beyond them", thus

truly playing the role of guide and organizer of learning. "Suggested teaching" is different from traditional teaching, which reflects the ecological relationship of "promotion" among teachers, students and environment, and forms an open, dynamic, organic and sustainable learning ecology (Li & Wu, 2017). From this, we can see that "teaching by proposal" is an interactive teaching in a complete sense, which aims to actively encourage the learning interest and initiative of both teaching parties, the equal interaction of both teaching parties, and in-depth cooperation through the continuous and in-depth proposal process running through the whole teaching process, so as to successfully and efficiently complete the established teaching objectives.

Accurately grasping and understanding Cobb's post-modern "teaching by proposal" theory is the logical premise for us to solve the interactive teaching problems in the network training of civil servants with this theory. Therefore, we must first grasp the three key concepts involved in this theory.

The first point is the concept of "postmodernism". According to the academic consensus, postmodernism is of course relative to modernity, but it is mainly not a temporal concept. According to David Griffin, a master of constructive post-modernism philosophy, post-modernism refers more to an emotion or attitude that transcends modernity and its way of thinking, that is, transcends modern limitations and modern ways of thinking. However, the most prominent ideas in the modern way of thinking are centralism, rationalism and determinism, so post-modernity advocates non-centralism, irrationality and uncertainty. Applying this idea of post-modern philosophy to teaching forms the so-called post-modern education. Post-modern education actively advocates the "development" of teaching; Pay attention to the ideas of interdependence, equal dialogue and teaching democracy between the teaching parties. Post-modern educational ideas are not only closely related to post-modern philosophy; Moreover, it is very suitable for today's online education. Therefore, online education itself is characterized by openness, tolerance, autonomy and equality. The types or modes of online education such as MOOC, flip class and ubiquitous learning more embody the above-mentioned post-modern connotation and are the most concrete embodiment of the ideas advocated by post-modern in online education.

The second point is the concept of "proposition". Proposition is the core and key of post-modern "proposal teaching" theory. If you don't understand the proposition, you can't really carry out "proposal teaching". In modern philosophy, mathematics, logic and linguistics, proposition refers to the semantics of a judgment (statement) (the concept of actual expression), which is a phenomenon that can be defined and observed. Proposition does not refer to judgment (statement) itself, but to the expressed

semantics. When different judgments (statements) have the same semantics, they express the same proposition. Therefore, the so-called proposition refers to people's statement of something. From this deduction, the so-called teaching proposition is to judge the relevant teaching contents or phenomena and problems to different degrees, and finally express it in the form of declarative sentences.

The third points is the concept of "proposal".As the name implies, mentioning is proposing, and discussing is discussing or discussing. Therefore, the so-called proposal is a process in which both teaching parties put forward propositions according to teaching tasks and continuously discuss or explore them.

Based on these three key concepts, we can make a summary of the main connotation of John B. Cobb Jr. postmodern " teaching by proposal" theory. First of all, based on the post-modern philosophy, this proposed theory advocates equal dialogue between teachers and students, and teachers are only the organizers and guides of students' learning. The teaching process is open and democratic. The contents and methods of teaching are decided by the two sides through consultation. Curriculum objectives are generated dynamically. Teaching objectives are students' real free and independent growth. Secondly, the proposal of teaching proposition is the key link of this interactive teaching. Teachers should first put forward the proposition according to the students' learning situation and teaching objectives, then submit it to the students for full discussion, then revise and determine the proposition and start teaching. Finally, further dynamic adjustment should be made according to the actual teaching effect until the most ideal teaching quality is achieved. From this, we can easily find that the post-modern "proposal" teaching takes proposition proposal as the most basic teaching method, and the proposition of teaching proposition is a process of carrying out the whole teaching process and continuously deepening and even reaching the goal. Therefore, the key operation steps of post-modern "proposal teaching" include three steps: first, proposing propositions, second, discussing propositions, and third, dynamic modification. This process of teaching development and implementation not only puts forward higher requirements for teachers, but also puts forward certain requirements for students' autonomous learning ability and thinking and expression ability.Therefore, this teaching paradigm is more suitable for civil servants who already have good autonomous learning and thinking abilities.

Finally, it should be noted that we must pay attention to the following three points when applying the post-modern "teaching by proposal" theory of John B. Cobb Jr.:

First, the network training of civil servants must be guided by socialist values and combine values education with the proposal process of teaching proposition, because one of the objectives of "teaching by proposal" is to break the value-neutral education mode, and in fact there has never been value-neutral education.

Second, the teaching proposition must be based on students' cognition and can arouse students' strong interest. Only in this way can students really get rid of the boring learning state. Otherwise, the effect of the proposed teaching will be greatly reduced, which will not only fail to reach the deep interaction between the teaching parties, but also affect the ultimate realization of the training objectives. Therefore, this kind of teaching puts forward high requirements for the training of teachers and the construction of training resources. Without high-quality training teachers and high-level curriculum training resources, the high-quality development of civil service network training will become empty talk.

Third, the teaching proposition first proposed by the teacher should start from the students' existing way of thinking (which is convenient for them to understand and accept), but at the same time, it must guide the students to transcend their way of thinking, so as to enable the students to establish a new scientific way of thinking.

3. REFLECTION AND ANALYSIS ON THE CURRENT SITUATION AND EXISTING PROBLEMS IN THE TEACHING INTERACTIVE PARADIGM OF CIVIL SERVANTS' NETWORK TRAINING

3.1 The Basic Connotation of the Paradigm and the Teaching Interactive Paradigm of Civil Servants' network training

Thomas Kuhn, a famous American philosopher of science, is the initiator of paradigm theory. The proposition of paradigm theory is of milestone significance to the development of science.Paradigm theory has continuously broken through the boundaries of disciplines and has now transcended the scientific field and become an important research method in the humanities and social sciences. Looking at Kuhn's paradigm theory and related research results, it is not difficult to find that Kuhn's paradigm is rich in connotation. It covers different aspects such as beliefs, values and technologies shared and observed by members of the scientific community. It is not only the theoretical basis and practical norms on which all sciences operate, but also the world outlook and behavior patterns commonly followed by researchers engaged in a certain science.

Teaching interactive paradigm of civil servants' network training refers to the sum of theories, models, methods and experiences gradually formed in the process of carrying out civil servants' network training. It reflects some common beliefs held by people on recognized problems and theoretical essence in the interactive teaching of civil servants' network training. It is an abstract and structured scientific summary of the experience of teaching interaction in the existing civil

service network training, thus forming an independent interactive paradigm of civil service network training teaching. In terms of nature, the teaching interactive paradigm of civil servants' network training and can be divided into theoretical construction paradigm, which is the discipline community norm of civil servants' training theoretical research experts, and experience summary paradigm. The latter is the common experience explored, created and summed up by civil servants' trainers in practice. The two complement each other and work together. From the level, there are three levels of teaching interaction paradigm of civil servants' network training from top to bottom: the first level is the world outlook, which mainly refers to the theoretical orientation and value orientation of civil servants' network training on teaching interaction. The second level is methodology, which mainly refers to the basic methodological principles of teaching interaction in the network training of civil servants, but does not refer to specific methods. The third level of specific implementation methods mainly refer to various specific methods and operation modes used in the interactive teaching process of civil servants' network training. Scientifically distinguishing the types and levels of teaching interaction paradigm in civil servants' network training helps us to reflect and analyze the various problems existing in the current civil servants' network training paradigm more clearly and objectively.

3.2 The Basic Characteristics of Teaching Interactive Paradigm of Network Training for Civil Servants

First, multiple constraints
Different from the pure natural science paradigm, the teaching interactive paradigm in the network training of civil servants has special social constraints. It is influenced by the government, society and academia, among which the influence of the government on the teaching interaction of civil servants' network training is more obvious. The particularity of the teaching interaction paradigm in civil servants' network training determines that we cannot regard the teaching interaction in civil servants' network training as a matter of academic circles and education circles only, but should understand it from the perspective of the society as a whole and government-led management. Therefore, the state and society must not let the teaching interaction in the network training of civil servants drift.

Second, highly cross-border
In order to do a good job of teaching interaction in the network training of civil servants, we should not only seriously study various facts, phenomena and truths in the training of civil servants,but also attach great importance to the social and economic, technical and stand, value and significance to the intervention or penetration of teaching interaction. In other words, the teaching interaction in the civil service network training is the dialectical unity of value and fact, stand and theory, understanding and explanation.

Third, outstanding value
Scientific construction of the teaching interactive paradigm of civil servants' network training must of course pursue scientificity and independence, which is its due pursuit of instrumental rationality. But at the same time, we can't forget the value nature contained in the teaching interaction in the network training of civil servants. It more permeates and reflects a kind of values of the state and society on the network training of civil servants.

3.3 The Existing Problems and Key Causes of the Teaching Interactive Paradigm of Network Training-for Civil Servants

Although the development of network training for civil servants is not long, it has actually formed some special paradigms based on experience and theoretical exploration, such as teacher-led paradigm and non-learning interactive paradigm. It is precisely because of the influence and dominance of these paradigms that the actual situation and problems of the teaching interactive paradigm of network training for Chinese civil servants have been formed. In order to comprehensively and objectively analyze the current situation and problems of teaching interaction in the network training of Chinese civil servants, we have conducted in-depth interviews with relevant departments and personnel of the network training of civil servants in the market supervision and management system of Zhejiang Province, and conducted on-the-spot investigations on the development of teaching interaction in the administrative college responsible for the network training of civil servants in the State Administration of Market Supervision over the past three years. At present, the network training of systematic civil servants in all parts of the province is mainly based on the public knowledge organized by the personnel department of local civil servants and the network training of professional knowledge and competence organized by the system. Each year, a certain number of credit hours need to be completed respectively. Most municipal bureaus link the participation of civil servants in network training with their performance and year-end assessment. As of December 2018, there are nearly 700 courses (lectures) in the network training of the administration college of the general administration, and the completion rate of the network training at the grassroots level in Zhejiang province has reached 99.73%. In 2019, the network training of Zhejiang's market supervision system has already covered all training related to the market supervision function. The following is a reflection and analysis of the existing problems in the current network training paradigm for civil servants based on interviews and investigations.

3.3.1 Problems in World View

First, insufficient attention has been paid to the teaching interaction in the network training of civil servants. The concrete manifestation is that the research and understanding of the role, status and laws of teaching interaction in civil servants' network training are not deep enough, the concrete practice of teaching interaction in civil servants' network training lacks effective theoretical guidance, and the quality monitoring and assessment of teaching interaction in civil servants' network training are not strong and scientific enough. Second, there is a lack of scientific and effective targeted design for the teaching interaction in the network training of civil servants. The interaction form is single, and the training of teachers and management team in the network training of civil servants is seriously lagging behind. Third, there is not enough innovation in teaching interaction, which is mainly manifested in the insufficient integration of teaching interaction with modern educational technology, society, universities and markets in the network training of civil servants.

3.3.2 Problems in Basic methodology

Interactive teaching in civil servants' network training started late and has a short history, so there are many shortcomings in basic methodology. For example, the teacher-led teaching interaction paradigm regards teaching interaction as only an insignificant training method in the whole training. The methodology, which regards knowledge mastery as the main task of training, leads to the obvious lack of consideration on the comprehensive quality of the trainees in the teaching interaction in the network training of civil servants. The methodology, which takes simplistic non-learning interaction as the main method, has resulted in the long-term formalism of teaching interaction in civil servants' network training, and the lack of in-depth experience on both sides of teaching, which cannot stimulate students' interest in learning well. In addition, there is an interactive methodology based on the principle of a single discipline, ignoring the high degree of integration and interdisciplinary nature of the training objectives of the civil service network.

3.3.3 Problems in the Way Method of Concrete Teaching Interaction

For example, the one-way teacher-led method of teaching interaction theme and content leads to the theme of teaching interaction deviating from the actual needs and cognitive level of students, and the targeted teaching interaction based on the cognitive level and level of students is very deficient. Although teachers from market supervision system experts have rich practical experience, they lack experience in teaching and training, which leads to the lack of interactive design of network training course resources and so on. In a word, the assessment and evaluation method of civil servants' network training, whose main purpose is to master knowledge, is the root

cause of many existing problems in the interaction of current civil servants' network training and teaching. Therefore, we urgently need to construct a brand-new teaching interactive model of civil servants' network training .

4. THE BASIC FRAMEWORK AND OPERATIONAL STEPS OF TEACHING INTERACTIVE PARADIGM OF NETWORK TRAINING FOR CIVIL SERVANTS IN THE NEW ERA

According to the current situation and existing problems of the current network training paradigm for civil servants and combining with the latest post-modern teaching by proposal theory and the overall goal of high-quality development of China's network training for civil servants in the new era, we believe that a new interactive teaching paradigm must be constructed as soon as possible, which aims at the cultivation of civil servants' autonomous learning ability, takes the accurate and in-depth proposal of "teaching proposition" as the main method, from "interesting proposition" to "useful proposition" to "effective proposition".

4.1 Guided by theories such as post-modern proposal, the teaching parties scientifically determine "interesting propositions" after fully proposing, combining with specific civil service network training topics and the actual cognitive basis of trainees

Successful arousing students' interest is the first logical premise to ensure the quality of civil servants' network training. As John B. Cobb Jr. pointed out, the reason why we take the selection and determination of "interesting propositions" as the first step in the interactive paradigm of civil servants' network training and teaching is "to break the value-neutral education mode and to get students out of the boring and boring learning state, so we must find" propositions that are meaningful to students and can arouse their interest " (John B. Cobb, Jr., 2003).

So, what is "interesting"? Interesting is interest, and interest refers to a person's psychological tendency to try to know something or engage in some activity. If you are interested, you will have a pleasant mood, otherwise you will have a boring mood. Whitehead, a well-known educator and founder of process philosophy, said: good propositions have a strong power of lures of feelings. A proposition is the possible existence of the world or one of its entities. This is a possibility that may or may not be realistic. It is a proposal about how the world is possible." Therefore, "if you choose a topic that the students are already familiar with, the students will be bored. If you choose a topic that has nothing to do with it, the students will be depressed again. If they choose propositions that conflict with their inner beliefs, students may immediately

reject them " (John B. Cobb, Jr., 2003). Whitehead's important thought points out the direction to scientifically select and determine "interesting proposition" for us.

According to Whitehead's above proposition theory, we can draw the following conclusions: first, the "interesting" proposition must fully reveal all kinds of possibilities of events, people, behaviors or phenomena, including realistic possibilities and abstract possibilities, so as to effectively expand students' horizons and stimulate their endless imagination; Second, the "interesting proposition" must be novel to students, otherwise they will feel bored. Third, interesting propositions must be closely related to their internal needs, otherwise they cannot devote themselves to them. Finally, interesting propositions must be consistent with the students' inner beliefs, or they will reject them immediately.

Whitehead's profound insights on interesting topics have been strongly confirmed in the network training of civil servants on the Internet. Our survey results show that although there are many subjective and objective factors that affect students' learning interest, such as novelty and practicability of training content; The teaching methods of training teachers are vivid and the teaching process is interactive. However, the most important and key point is to attract the active participation of the students and make them feel happy. The second is that the teaching process should not only conform to the original cognitive level or thinking mode of the students, because only in this way can he accept and understand it, but more importantly, "guide the students to think and observe in various ways related to their thinking and observation, but beyond them", because only in this way can they really make progress in learning.

In order to successfully identify and explore interesting teaching topics, training teachers must first stand at the forefront of academic and practical, and have a most comprehensive understanding and grasp of training content, training objectives, problems to be solved and solutions. Only in this way can students learn first-class knowledge. Secondly, teachers must fully and accurately grasp the cognitive level, cognitive characteristics and relevant thinking modes of students before training through various sufficient investigations in advance. Only in this way can it be possible to put forward teaching propositions that arouse students' strong interest. Third, the interesting proposition determined by the teacher must be fully proposed and approved by the students.Otherwise it is difficult to really carry out deep teaching interaction

Generally speaking, the "interesting" proposition should be clear and specific, but the more clear and specific, the less flexible the change of the proposition, and accordingly the generation of students will be limited. Therefore, there should not be too many presuppositions in the propositions put forward by teachers.Otherwise it is easy to ignore or replace the endogenous needs of students. For this reason, teachers must change their ideas, try to control their traditional teaching leading consciousness, reduce the presupposition as much as possible and even make the presupposition of the proposition fuzzy under the premise of fully considering the training contents and objectives. So as to effectively trigger the students to explore the proposition themselves. Judged from the existing training practice, "learning by doing" is a particularly effective method of "suggested teaching". The market supervision and management department is the department whose function changes the most in the reform of the large ministry system. It not only greatly increases the content of supervision, but also has a highly integrated function. Therefore, only the problems and doubts arising from "doing" can make the trainees really interested in the topic, and only in this way can they "learn" the skills that are really useful. In short, the proposal of "interesting proposition" must give full play to students' subjective initiative, and it must go through many "proposals" before it can be finalized.

In addition, the content of "interesting proposition" reflects more the requirements for civil servants to improve their abilities and comprehensive qualities, while the training on basic knowledge that should be learned should be conducted without considering the proposed interaction, so that the trainees can learn by themselves on the internet. As John B.Cobb Jr. described: this type of learning, in addition to confirming the content of learning, pointing out the sources of information, encouraging learning and testing, teachers' contribution is very small. .. computers have largely replaced this function of teachers (John B. Cobb, Jr., 2003).

4.2 Based on "Interesting Proposition", Further Expand to the Training Center Link of "Useful Proposition"

After the interactive stage of "interesting proposition" proposal teaching, the interest of the students has been fully stimulated, but the interest is only a prerequisite for the quality of training. In order to achieve the goal of network training for civil servants with high quality, we must move from "interesting proposition" to "useful proposition", which is determined by the nature and task of network training for civil servants.

The selection and determination of "useful proposition" are consistent with the selection and determination of interesting proposition, except that the nature of proposition has undergone a fundamental change. The key here is to take "useful" as a highest standard of proposition. Generally speaking, "useful" means useful. In real life, people often refer to objects, people, events, behaviors, etc. that are of material and spiritual help to themselves or can bring practical benefits as useful. Therefore, usefulness is a highly subjective concept. The same thing, the same event or the same behavior may have completely opposite conclusions due to the differences of the main body's position, perspective and other factors.

But in facts, in real life, although it is difficult for people to reach a complete agreement on whether something is useful, a relative consensus can still be reached. As far as network training for civil servants is concerned, there is actually a relatively recognized and objective standard for judging usefulness and uselessness. This standard can be simply summarized as "four realizations": first, has the goal specified and required by the training been achieved? Second, has it effectively achieved the goal of improving students' ability to solve practical problems? Third, has the goal of improving the students' comprehensive quality been achieved? Fourth, has the goal of changing students' world outlook, outlook on life and values and even their way of thinking been effectively achieved? According to this standard, combined with the training theme and training objectives, teachers and students can form and determine the "useful proposition" necessary for network training through continuous two-way proposal. Therefore, the proposal of "useful proposition" is a central link in the interactive paradigm of civil servants' network training and teaching.

At present, the market supervision system is carrying out the reform of "Decentralization Management Service", which puts forward higher requirements on the ability and quality of market supervision civil servants. According to these new requirements, it is not only feasible to excavate "useful propositions" and carry out practical and targeted deep-level teaching interaction, but also of great significance to improve the quality of network training and the comprehensive quality of students. Because the proposed interactive teaching centered on "useful proposition" completely conforms to the above-mentioned four useful standards, thus well overcoming the space-time distance between the network training environment and the real problem occurrence situation. Of course, "sometimes, even though these propositions are not accepted, the students get full consideration in the interaction and achieve the purpose of teaching." (John B. Cobb, Jr., 2003).

4.3 Through Training, Examination and Evaluation, the "Useful Proposition" is Further Summarized and Improved to "Effective Proposition"

After the network training of civil servants is completed, the "useful proposition" is raised to the "effective proposition" through further summary and training by means of post-event questionnaires and in-depth interviews. This is the last link of the proposed interactive teaching model for civil servants' network training. The reason for setting up this link is, firstly, that the effect and quality of implementing the teaching by proposal paradigm for civil servants' network training are ultimately confirmed by the actual improvement of the trainees' ability in their work and the improvement of their work performance in their units. The second is because

whether the teaching propositions used in the interactive process of the proposed teaching in the network training of civil servants, including interesting propositions and useful propositions, are feasible or not still needs further verification in practice. Therefore, it is necessary to set up this link, which not only can effectively prove the effectiveness of civil servants' network training, but also provides reliable practical support for the further optimization and innovation of the interactive paradigm of civil servants' network training and teaching.

How can we turn "useful proposition" into "effective proposition"? The first is to clarify the meaning of "effective". Effectiveness is to have effect, and effect refers to the systematic or unitary result of specific things under a given condition caused by behaviors such as motivation or other reasons or multi-factor superposition. There is no doubt that the effect we are talking about here is the result of the network training of civil servants. Therefore, the method of selecting and determining the effective proposition is the training performance evaluation after a specific civil servant network training is completed. The design of this training performance evaluation index must be comprehensive and scientific, including training objectives, teachers, trainees, relevant participating organizations and training entrusting units, etc. The evaluation criteria (qualitative criteria and quantitative criteria) and weight distribution must conform to the teaching evaluation theory, and must be supported by first-hand materials and real data. Only in this way can the effectiveness of effective proposition be guaranteed.

Specifically, in determining the effective proposition, we must focus on the following three aspects: first, whether the participating civil servants achieve the requirements and degree of network training objectives; second, the students' summary evaluation on the interactive teaching paradigm of this network training; third, various relevant data on the actual participation of the students in the network training. On the basis that the above data are true and valid, the teacher initially selects and determines the effective teaching proposition according to the standard, then proposes it to the students and relevant units, and finally determines the effective proposition after obtaining fully consistent opinions, thus laying a good foundation for the interactive optimization and innovation of network training teaching in the future.

It is worth noting that in order to make the confirmation of valid propositions more simple and efficient, we should make full use of the current "electronic badge" technology, which has the advantages of both formative evaluation and summative evaluation. Its quantitative visibility and scientific index setting not only provide data guarantee for the smooth implementation of teaching by proposal in civil servants' network training but also provide a reliable operation tool for the post-event quality evaluation of civil servant network training.

5. SUPPORTING MEASURES FOR APPLYING THE TEACHING INTERACTIVE PARADIGM OF NETWORK TRAINING FOR CIVIL SERVANTS IN THE NEW ERA

Above, we have constructed a brand-new interactive paradigm of civil servants' network training and teaching, and fully discussed the basic steps of practical operation and application of this paradigm. We believe that in order to effectively apply this paradigm in civil servants' network training, we must also establish a series of corresponding supporting measures.

The first is the change of the teaching concept of each training subject. All training institutions, training entrustment units, training lecturers, including relevant staff serving network training, must attach great importance to the vital importance of doing a good job of network training and teaching interaction for civil servants. Guided by the three basic characteristics of teaching interaction of civil servants' network training, namely multiple constraints, high degree of cross-border and outstanding value, they must seriously reflect on various problems existing in the current network training and teaching interaction paradigm for civil servants at the levels of world outlook, methodology and specific operation methods, and truly believe from a scientific height that the construction and implementation of network training and teaching interaction paradigm for civil servants is of great significance for improving the ability and comprehensive quality of civil servants.

The second is to ensure investment, take more measures simultaneously, and vigorously improve the ability and level of training teachers to engage in network training. As mentioned earlier, teachers are the main designers, guides and organizers of the implementation of the new interactive paradigm of network training and teaching for civil servants. Therefore, the ability of teachers and the high-quality implementation of the new interactive paradigm of quality teaching play a very important key role. In fact, this paradigm does put forward new requirements for training teachers in many aspects, such as teachers must carefully and thoroughly master the cognitive level, cognitive characteristics and thinking mode of students, and teachers must master advanced teaching interaction theories (such as post-modern proposal theory, embodied cognition theory, etc.) before training. Good organization, coordination and mobilization ability for teaching interaction, ability to make targeted teaching interaction design according to training objectives and students' actual conditions, teachers must have the ability to solve practical problems related to training topics, teachers must be skilled in using various advanced modern information teaching technologies, and teachers must devote themselves to all aspects of teaching interaction paradigm.We believe that in order to adapt to the smooth implementation of the new interactive paradigm of civil servants' network training and teaching, according to reality, we should cultivate a team of network training teachers of various types, such as excellent teaching teachers, network training guidance teachers and network training assistant teachers. Only when all teachers work together can the teaching interaction of civil servants' network training achieve the best effect.

The third is to strengthen the construction of network training platform for civil servants. The new paradigm of teaching interaction for Civil servants' network training is carried out on the training platform. There is no doubt that the level of platform construction is important for the smooth implementation of the new paradigm of teaching interaction. The size of online video traffic and the preservation and analysis of interactive data will affect and restrict the quality of teaching interaction to varying degrees.

The fourth is the strong support and cooperation between the training entrusting unit and the trainees. Whether it is the investigation of the cognitive level, cognitive characteristics and thinking mode of the trainees before the training of the training teachers, the selection, proposal and final determination of interesting and useful propositions in the actual teaching interaction; After the training, the effective proposition work that is summarized and practiced according to the training evaluation performance, including the incentive application of training results by the training entrusting unit, etc., cannot be separated from the active cooperation of the training entrusting unit and the vast number of trainees.

Finally, according to the spirit of relevant national documents, such as the implementation method of civil servants' training and the performance evaluation method of civil servants' training, the interactive quality evaluation method of civil servants' network training teaching must be scientifically formulated according to local conditions to ensure the implementation, application and promotion of the new paradigm from the system, so as to fundamentally realize the high-quality development of civil servants' network training.

CONCLUSION

The interactive paradigm of civil servants' network training based on postmodern "teaching by proposal" theory is a new exploration of the quality improvement of civil servants' network training. There must be many deficiencies in it, bu attracting more people to discuss the topic of improving the quality of civil servants' network training is our original intention and motivation.

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