Thoughts on Promoting the Reform and Construction of Practical Training in Public Security Education

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Abstract: Practical Teaching is an Important Bridge Connecting School Learning and Post Demand, and an Important Means of Current Public Security Education Practice, Which Has Become the Consensus of Many Public Security Colleges. Based on This, This Paper Explores the Practical Teaching Function of the Public Security Teaching Activities, and Gives the Existing Problems of the Practical Education, Synthesizes the Experience of the Brother Colleges, and Puts Forward the New Ideas of the Optimization Reform of the Practical Teaching of Public Security Education, in Order to Provide Some Reference for the Relevant Teaching Research.

1. Introduction

1.1 Literature Review

At Present, as an Important Means for Students to Learn in School and Engage in Post Matching, Educational Practice Has Been Widely Used in Many Teaching Fields. from the Perspective of the Field of Public Security Education, It Has Become a Consensus That Public Security Colleges and Universities Carry out Practical Training Teaching, Which is Helpful to Improve the Efficiency of Teaching Activities (Ding, 2009). There Are Many Scholars on the Public Security Education Training Theory, Launched a Detailed Discussion. Some Literature Studies Have Pointed out That Public Security Education and Training Have Important Practical Significance in Teaching Activities, and It is Necessary to Continuously Enhance the Pertinence and Effectiveness of Teaching, So as to Standardize Discipline and Curriculum System (Ma, 2015). This Scholar Further Explores the Relevant Contents of Foreign Judicial Teaching and Training, Gives the Specific Methods of Chinese Public Security Teaching and Training, and Enriches the Theory of Public Security Education and Training. Some Literature Studies Have Found That Teachers of Public Security Colleges and Universities Have Been Teaching in Schools for a Long Time, and Rarely Come into Contact with the Actual Situation of the Grass-Roots Public Security Organs, So There Are Still Some Problems in the Practical Training Teaching, Which Need Further Optimization Research (Zhou, 2015). in This Case, the Innovation of Public Security Education and Training Program Has Become the Focus of More and More Scholars. Some Literature Studies Have Pointed out That Public Security Education and Teaching Need to Highlight the Practicality, and the High-Quality Practical Teaching Program is to Integrate the Project Characteristics with the Actual Situation, So as to Complete the Purpose of Practical Teaching (Yang, 2013). in This Case, the Practical Teaching Can Effectively Improve the Teaching Effect of Public Security Colleges and Improve the Teaching Ability of Teachers. with the Continuous Development of Internet Technology, the Teaching Methods and Means of Public Security Education Training Have Been Greatly Improved, and More and More Scholars Have Paid Attention to It (Liu and Meng, 2013). According to the Current Network Teaching Situation, Some Documents Introduced Multimedia Technology into the Process of Public Security Education and Training, and Explored the Preliminary Research Ideas. the Author of This Paper Points out That Only with the Help of Advanced Network Technology Can We Effectively Improve the Effect of Practical Training of Public Security Education (Chen, 2011).

1.2 Purposes of Research

Optimizing and innovating the practical training program of public security education can provide a new way to train high-quality public security talents. However, the current public security education training teaching activities still use the traditional teaching method, rarely with the help of advanced Internet technology to improve, resulting in the public security education training program can not meet the growing needs of training. Therefore, how to improve the efficiency and level of public security teaching through Internet technology is the focus of this paper. The reform and innovation of the practical teaching program of public security education is to meet the needs of teaching reform in the new situation, so as to strengthen the training of competent public security talents. Therefore, this paper explores the role of practical teaching in public security education, and then analyzes the existing problems of practical teaching, and finally gives specific countermeasures and suggestions, in order to supplement the relevant research theory.

2. The Role of Practical Teaching in Public Security Education

The so-called practical teaching refers to a relatively simple, stable and operable structural practical teaching scheme (Zhang, 2014) based on rich teaching experience and according to the actual teaching needs and summarized by logic. For students, it can give them the key of post skills and employment skills; for teachers, it can provide a new technical route and operation strategy for practical teaching; for practical teaching itself, the teaching process can be tested to verify its teaching effect (Zhang, 2013). Specifically speaking, practical teaching plays the following roles in public security education.

First of all, practical teaching can enrich teaching methods. Compared with the traditional single indoctrination teaching scheme, the practical teaching pays more attention to the students' ability of solution and innovation. The teaching of public security education needs to stress the practical guidance, which is based on the characteristics of the training project, using autonomous, task driven, discussion, project guidance and other methods, to ensure the quality of teaching and achieve the purpose of practical teaching. Secondly, the practical teaching can make clear the subjectivity of the students in public security colleges. Practice teaching pays more attention to the "dynamic" of teaching, which can realize the dynamic process of knowledge dissemination. It is to position students as the main body. In the process of training students in public security colleges, students need to think, analyze and solve problems independently, and sum up the knowledge they have learned. At the same time, any activity step of students in the training needs to be carefully designed and the training report completed, so as to improve the practical ability of public security law enforcement. Finally, practical teaching can cultivate students' innovative consciousness and ability. From the perspective of teaching practice, practical training starts with students' practical ability, takes analysis as the process and results extraction as the result. In the process of public security education and training, teachers will set up different obstacles, let students use their knowledge and innovate to find solutions, and enhance their practical ability and innovative spirit.

3. The Dilemma of Practical Training in Public Security Education

3.1 Practical Training Teaching is out of Line with Public Security Practice

Public awareness of rights has been gradually enhanced, new forms of crimes have been emerging, and the internal control mechanism of public security organs has become more strict. Under this kind of change, it is difficult for professional teachers to realize the change of grass-roots police. At the same time, the professional teacher's job is in the teaching link after all, to a certain extent, it is divorced from the actual content, so there will be inconsistencies between the training content and the actual situation when the training teacher designs the teaching scheme. Generally speaking, practical teaching needs to involve specific cases, which need to reflect the characteristics of public security practice, and also need to be designed according to professional requirements. However, professional teachers lack of in-depth understanding, and it is difficult to meet these

requirements in the selection and design of practical training.

3.2 Lack of Rich Teaching Resources and Training Conditions

In the current police training teaching activities, we need to make use of rich teaching resources and training conditions, but there are many police colleges and universities can not provide these resources and conditions. For example, the practical training teaching of investigation specialty needs to establish simulation training scenes and three-dimensional holographic files. Once the field investigation training is launched, it needs to simulate the crime scene. At the same time, if public security students want to carry out crime scene investigation, they need to have corresponding simulated crime scenes. The corresponding simulation interrogation room, the simulation file material, the simulation interrogation room and so on also need to be optimized and perfected constantly. In the current teaching environment, professional teachers can only use traditional office environment, but the simulation and advanced nature of these environments can not meet the needs of practical teaching. In addition, the preparation and post-processing will encounter various difficulties. From this, it can be seen that due to the lack of sufficient teaching resources and supporting facilities, it is difficult to innovate and improve the learning level of students.

3.3 Serious Shortage of Teachers

In order to highlight the effectiveness of practical teaching, it is necessary to carry out education through small class system, and let some practical instructors participate. However, the current basic situation is that when the police colleges and universities carry out theoretical teaching for students, they can carry out it in large classes so that students can understand the basic situation. However, for practical teaching activities, teachers need to contact the training site, select training cases, and arrange the site with training equipment. In the process of training, teachers also need to participate in the whole process and understand the specific situation of students. Most of the work is done by teachers alone. Due to the large number of students, professional teachers can not fully understand the specific situation of each student, and sometimes it is difficult to teach in the training scene. In this case, the students are usually divided into two groups: the field group and the field investigation group. In order to restore the actual situation more vividly, the teacher can only appear as the role of the interviewee. At this time, it is very difficult for teachers to estimate the students in the experimental group and understand their knowledge.

4. A New Way to Promote the Reform and Construction of Practical Teaching in Public Security Education

4.1 Optimize and Upgrade the Teaching Content and Organizational Form of Practical Training

Teachers need to be based on the front-line situation, grasp the practice of homomorphism, so as to have a clearer understanding of the design and organization of practical teaching content. In terms of the optimization and upgrading of the organizational form, it is suggested to develop a small class teaching mode, which will help teachers to understand the basic situation of each student and enhance the communication between teachers and students. In addition, with the help of the latest technical equipment and multimedia technology, the teaching resources are constantly enriched, and the organizational structure is optimized in the form of technology, so that students have a deeper understanding of the content of public security practice.

4.2 Establish and Improve the Conditions and Management Mechanism of Practical Teaching

Generally speaking, the development of practical teaching activities of professional courses in public security colleges and universities needs the help of specific training conditions. Therefore, public security colleges and universities should open and share the training rooms, simulation blocks, training software and other practical teaching according to the professional characteristics. On this basis, it is necessary to constantly improve the management mechanism, set up a special management organization and operation and maintenance personnel, and coordinate the equipment

and facilities. In the course of practical teaching, managers should make sure that the training is well prepared and that students follow the management rules and regulations. When the training is completed, the students will summarize the experience and lessons, and the teachers and instructors will observe the effectiveness of the results, so as to improve the training and reform the training link.

4.3 Constructing a Reasonable Practical Teaching System

Starting from the talent training system, build a multi-level and multi module comprehensive ability training system. In the specific content setting, the content of education and practical training in public security colleges should be connected with social application and scientific research results, so as to form a positive interaction with these contents. At the same time, it is necessary to fully contact with the training content of relevant courses and create a training education program. According to certain principles and learning rules, teachers and students should be fully connected with teachers and scenes to form an integrated teaching system. In addition, the file training results and other elements are combined to build a scientific training system.

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