

The Application of Situational Teaching in Public Security Management Courses

CHEN Dongfang^[a]

^[a]Railway Police College, Zhengzhou, Henan, China.

*Corresponding author.

Received 5 April 2018; accepted 11 June 2018
Published online 26 June 2018

Abstract

As the educational mode in public security management specialty has transformed from the traditional academic type to the application type, the teaching methods are required to be reformed accordingly. Courses of the public security management specialty are featured by practicability, pertinence, operability and the clarity of knowledge points. Therefore, situational teaching method is suitable for teaching in public security management courses. The situational teaching mode in the public security management specialty connects professional construction characteristics with core curriculum. It is also based on the nature and features of the courses. Teachers can choose whole media simulation module, case analysis module, problem discussion module, role playing module, actual practice module and other situational teaching modes with diversity and wide angles. As a result, teachers can inspire learning enthusiasm of students and cultivate generalist of practical talent in public security management. Furthermore, the public security forces are largely improved.

Key words: Situational teaching; Public security management courses; Application

Chen, D. F. (2018). The Application of Situational Teaching in Public Security Management Courses. *Higher Education of Social Science*, 14(2), 26-29. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/10270>
DOI: <http://dx.doi.org/10.3968/10270>

1. THE DEFINITION OF SITUATIONAL TEACHING

The situational teaching method refers to it that teachers try to gradually introduce or create specific, visual, intuitional and vivid scene with goals and directions during courses, so that students can be immersive over the teaching. As a result, students can better understand teaching contents, overcome learning barriers and deepen their perceptions. With situational teachings, students can be more capable to connect theories with practices, and link their learning with their behaviors. The situational teaching method realizes the combination between rational knowledge with perceptual knowledge. Situational teaching method concentrates on creating specific atmosphere for teaching content requirements, so students can be inspired. The created situations can more deeply influence and motivate some factors in the original cognitive structure of students after the selection, processing and extract of teachers. Then, students can break through limits in thoughts and establish new knowledge structures. Through the internal integration of thoughts and external innovation, students will be more insightful and develop new cognitive structures.

The situational teaching method has advantages over the integration of teaching, learning, practice and challenges. It can effectively overcome the defects in traditional classes. It also can make up and fill some deficiencies that caused by the internship in the basic public security organs and the police. The situation teaching is guided by the behavioral psychology, the modern pedagogy and the concrete. With the aid of modern teaching means and through the creation of teaching situations, this method successfully connect the teachings with the learning, the cognition with the emotion, the abstract thinking with the imaginable thinking, the traditional mode with the modern mode. As

an advanced teaching method, it makes students perform their enthusiasm, initiative and creativity to the fullest. The situation and demonstration with elaborate design can fully mobilize students' emotions and enhance their learning motivation which contributes to strengthen related concepts, principle and other knowledge. The situational teaching transforms the non-intelligence influence such as emotions into intelligence influence.

2. THE APPLICATION OF SITUATIONAL TEACHING IN PUBLIC SECURITY MANAGEMENT COURSES

2.1 The Whole Media Simulation Module

Courses in public security management specialty are relatively stronger from the perspective of operability of process and the practicability of specialty. However, the oral teaching can hardly reach the effect as it is expected. Therefore, the simulation of the real management situation makes it possible for students to intuitively experience the management. It highlights the teaching key points. Essential points are prominent and difficult points are clear, which brings considerable amounts of breakthroughs for the classes. For example, when teachers explain the relations between the police and the public in classes of Police Public Relation and Public Security Investigation Research, they can firstly interpret the concerned theories, such as the present situation of the development of the relationship between the police and the public, and the causes and effects in the relationship between the police and the public. Then, teachers can play the parts of the film, like *The Police in Yinpan Town*, *Ren Changxia*, so students can feel the real sense of the scene atmosphere and understand how to build a good relationship between the police and the people. As a result, they can make contributions for Jiangsu with law and security. This kind of teaching method is presented with vivid images. It advocates the main melody of modern society and spread the positive energy, which makes up for the deficiency of traditional teaching methods.

2.2 The Case Analysis Module

Case analysis is widely recognized as an effective teaching method. It is critical that teacher should actively interact with students, openly communicate with them. Teachers should dynamically respond to the lively public security practice with learnt public security management theories. Under the premise of fully inspired learning motivations of students, teachers should make student initiative to question, to think and to explore the learning content. As a consequence, based in teaching goals, teachers should introduce or create specific and real scene centered by certain emotional colors and vivid images. The situational teaching is aimed at arousing the

feelings and experiences of students so that it can help student deeply perceive the theory of public security management and promote them specifically analyze the actual management problems. Hence, practical management skills of students can be largely developed. Typical cases should reflect the general characteristics of the same kind of situations. It can solve one case through the analysis of many problems, and it can solve many problems via one typical case, which can make students learn and know by analogy. For example, in the actual teaching of the curriculum of *Public Security Management*, when teachers illustrate cases in the meta problems in the performance management of public security, they should point out that in the field of management science, no matter how advanced and profound the theory is, a set of techniques and tools with operationally is necessary if it is meant to promote social progress. As a branch of management science, government performance evaluation should be internalized as an operational tool which can measure the government performance around people for the improvement of government performance in the realistic society. When the theory is converted into practice, some crucial information are lost and mistakes are made in logic of science, which is the unavoidable meta problems during the transformation that the social science theory turns into the social production tools.¹ This case makes students aware that in the performance evaluation of public security, no matter how perfect the theory construct is, how delicate the subjective assumptions is, how beneficial the intention of the management is, how scientific the system arrangement is, in the realistic public security management application, there are deviations between the ideal expectation and the operating practice.

2.3 The Problem Discussion Module

The problem discussion module is an effective method to make students learn to think from sensibility to rationality, from abstraction knowledge to concrete application. Firstly, teachers explain knowledge points in the class. Secondly, students are asked to discuss how to deal with actual problems with their learning. Then, teachers generalize, analyze, induce and summarize those discussions. To encourage students, discussion results can be recorded as reference to the accumulation scores of usual performance. Through the discussion, students will have a deeper, more vivid, more practical understanding and grasp of the public security management knowledge. For example, in the course teaching of *Public Crisis*, teachers should elaborate that with the arrival of the information society, risk society, pluralistic society and transformation society, the government faces the challenges of increasingly complicated and open management environment. In order to maintain the normal ecology of society, the

government must carry out management innovation. At present, crisis management has been adopted in public security management, police public relations and other aspects. In addition, students can discuss the role definition of public security organs and specific management countermeasures after the crisis.

2.4 The Role Playing Module

Before the role playing, teachers can play a video of the public security management and ask students list problems and confusions they find in the video, so students can gain perceptual knowledge of the background material to some extent. Students are encouraged to interpret actual problems with their established knowledge. When students are playing roles, teachers are bystanders to observe them. According to the live performance of students, teacher mark the gains and losses points in the performance and classify key elements in each link. Then, teachers listen to students talking about their feelings and experiences. In the end, teachers make typical analysis over representative problems and provide guidance. Role playing stimulates the learning enthusiasm and initiative of students, which brings great benefits to the cultivation of students' interest in public security management and their logical thinking. Moreover, it strengthens their ability to apply what they learn to practice. For example, in the course teaching of *Public Security Public Opinion Analysis* and *Public Opinion Guidance*, in order to assure students gain a better understanding of critical points of public security news dissemination and the characteristics of public opinion, teachers can ask students organize a public security press conference, such as campus stampede events. By simulating the press conference, students are aware of the law of news communication and make students learn that the extent of communication determines influence, the power of discourse determines dominance, the timeliness determines effectiveness, and the transparency determines reputation. It has been proved that such a teaching method can help students to truly grasp the relevant knowledge and greatly improve their practical ability.

2.5 The Actual Practice Module

The public security management specialty attaches equal importance on theory and practice. It requires synchronous progress in quality and ability. Teachers should not only direct students fully, systematically and profoundly understand the theoretical principles of public security management, but also pay attention to the training of practical ability in the front line of public security. Professional teachers can visit cooperation bases of the cooperation school and authorities so they can organize students visit or experience it in person where the real situation is restored, for the effect of the theory and practice combination. For example, in the course

teaching of *Public Security Official Document Writing*, teachers can conduct students to have public security document writing contest at the college level, so students can practice various public security official documents writing. In addition, at the practice base, teachers can conduct the on-spot inspection of materials that students have made during their internship at the basic security institutions, such as records of interrogation, records of question. Teachers can decompose those typical materials for students to understand the essentials of public security official document writing and some outstanding problems frequently met over the process of practical writing. The practical practice can stimulate the learning motivation and interest of students. Moreover, it will strengthen their remarkable professional ability, as well as cultivate their inner quality and self-restraint.

3. THE INFLUENCING FACTORS OF SITUATIONAL TEACHING IN COURSES OF PUBLIC SECURITY MANAGEMENT

3.1 The Role Clarification and Function Orientation of Teachers

In situational teaching, it is the prerequisite that teachers change their concepts. Teachers must set up the new public police higher education teaching idea. It means that teachers should take an equal attitude towards students, highlight the principal position of students, pay more attention to cultivating subject consciousness of students, create the proper public security management situation, strengthen students' participation awareness and learning interest, and give full play to the initiative and self-consciousness of students. In situational teaching, teachers "play the role of expert, director, coach and partner."² They functions as the glue for the comprehensive development of students. Therefore, the primary task of teachers is to ensure that students are clear of the purpose, program, contents and operation process. The teaching design should be carried out according to the teaching purpose. The simulation scene setting should be in line with the teaching content. Problems require instant correction and ratification during the teaching to make sure that the teaching activity is always keep up with the teaching subject.

3.2 The Practicality of Situation Preset in the Public Police Management

Only when the situation preset is in touch with the fact of public police security work in the future can the learning and training turn into practice. For example, in order to further promote the practical teaching, Railway Police College has strengthened the joint efforts with the public security institutions to train talents. It has launched the reform of extending professional teaching

to actual combat in relevant organs. Under the influence of this reform, it selected some practical training teaching projects courses of *Police Informatization* and *Application and Public Security Management*. Then, the practical training teaching and assessment is carried out in the practical teaching bases. The relevant organs set up a special working group and compile scripts thorough those cases. In places such as the fireworks shops and public security sentry box, the special evaluation scenario is established. Students are organized for simulation performance. This method not only ensures the standard training but also allows the evaluation of student learning situation under the same dimension.

3.3 The Situational Teaching Preparation and the Summary After Class

The situational teaching requires teacher for meticulous preparation and delicate organization. Teachers need to be fully prepared for the teaching content. The teaching situation creation should be subjected to the teaching key points. Through the selection and processing, the situation should appeal to students and conform to the teaching principle. It is always aimed at promoting the grasp of the real knowledge for students. In the process of situational teaching, it is necessary to have sufficient ideological preparation and make all kinds of emergency plans in advance. After the end of the course, teachers should summarize what students have learned in a systematic way. The successful experience and shortcomings in the teaching process should be timely analyzed and summarized. For some scene simulation activities, teachers can repeatedly playback the audio and video. They can discuss with students over problems and defects in the practice process so they can find out the sources and inspire new learning for students, extending new field for growth.

3.4 The Relationship Between Scenario Simulation and Knowledge Accumulation

In the course of public security management specialty, the purpose of implementing situational teaching is to promote the positive transformation of knowledge to ability, as well as the combination of the virtual with the real. The public security management discipline construction, the professional Settings, and even the development of course content should be closely connected with new features in public security development, new criminal means, the new requirements of social management. It is crucial to timely keep and master changes for better services. Situational teaching aims to facilitate students to consolidate the basic knowledge of the public security management. If the knowledge structure of students is incomplete or fragmented, they will be confused about what to do in front of the actual problem. As a consequence, the situational teaching cannot achieve the expected effect. Therefore, the basic knowledge acquisition is the cornerstone of the situational teaching success. It is essential for teachers to deal with relations between them. The whole teaching system can be adjusted and optimized when the situational teaching is combined with the learning theory. Therefore, the actual effect of the public security management specialty course teaching can be enhanced to a large extent.

REFERENCES

- Shang, H. P. (2015). Operational bias and correction of result-oriented in government performance evaluation. *Journal of Political Science*, (3).
- Li, Y. H. (2011). Study on the application of situational teaching method in the teaching of administrative management specialty. *Journal of Educational Institute of Jilin Province*, (3).