

On the Existing Problems and Countermeasures of Practical Teaching Mode on China's Public Security Academies

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Abstract

Practical teaching is a significant approach in the cultivation of applied talents in public security academies. Strengthening practical teaching and focusing on cultivating the practical ability of students are the basic requirements for the reform of public security education. This paper focuses on the existing problems in the practical teaching model of public security academies, analyzes the reasons and puts forward the constructive idea of practical teaching models based on the actual situation practice.

Key words: China; Public security academies; Practical teaching mode; Problems; Countermeasures.

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INTRODUCTION

Practical teaching is a series of teaching processes that are closely related to the setting of curriculums in colleges and universities which is well-organized and scheduled purposefully, such as internships, experiments, and practical training. The practical teaching model is based on specific education theories, in accordance

with the specific objective of the cultivation of talents, performs the capable education mechanism on a relatively stable practical teaching content, curriculum system, management rules and evaluation methods.

The *Acts on the Reform of the Cultivation System on the Recruiting and Training of Public Security Talents* promulgated by the State Commission Office of Public Sectors Reform and other six ministries (Ministry of Human Resources and Social Development [2015] No.106) clearly stated that the goal of the reform of the recruitment and training system is to cultivate the specific public security talents with high quality of political capabilities and strong combat capabilities. Strengthening practical teaching and focusing on improving students' capabilities are the basic requirements for complying with public security education reform. However, there is still a big gap between the practical teaching model of public security academies and the requirements for practical teaching reform.

1. THE EXISTING PROBLEM OF PRACTICAL TEACHING MODE IN PUBLIC SECURITY ACADEMIES

1.1 Deviation of Concept

The public security academies have generally borrowed the education systems and modes from other common colleges and universities for a long time, such as attaching great importance to the obsolete-structured theory taught in class while ignoring the practical training of skills. It is extremely hard for students to reach the requirements of education since the deviation of education concept that stresses more on the verification of theories and common sense of actual working than the practice.

1.2 Divorcing the Teaching From Practice

The first problem is that the experimental training in schools is left behind by the actual work of public

security, which is rather backward when compared with the latter and thus wastes a lot of manpower and materials, but it has little effect. The second is that the off-campus internship training lacks the professional posts. Due to the little demand in professional departments of investigation and technology, most of the students are allocated to grass-roots police stations, traffic police department and so on to assume some basic work, such as visiting the community, patrolling street, etc. The cultivation of actual capability is too shallow to reach a good result.

1.3 Decentralized Management of Practical Teaching Department

The practice teaching management of most public security academies is composed by many departments such as the experimental network department, the educational administration department, and the teaching department. Decentralized management results in unclear responsibilities, unshared resources, unclear exact conditions in the experimental training sites, difficulty in solving problems, and the low utilization rate of facilities and equipment. These make it difficult to build a unified practical platform for students and exert bad influence on the effects of students' actual capabilities.

1.4 Ignoring the Changes in the Police Mode Brought by Changes in the Law Enforcement Environment

Large quantities of social problems emerge, such as the rapid development of economy and society, the rapid spread of the Internet and its derivatives, the continuous mass incidents, the surging hostile forces, so it becomes an increasing challenge for the public security authorities to maintain national security, control the social security situation, and deal with emergencies. These conditions also need the higher capabilities of the law enforcer. Some public security academies failed to adapt to the new changes in society and take the core vocational abilities of the public security police as the direction to adjust the practical teaching mode. The existing old mode made the matter worse, therefore there is still a large gap between the graduates' actual capability and the demand of the society.

2. ANALYSIS ON THE REASON OF THE EXISTING PROBLEMS IN THE PRACTICAL TEACHING MODE IN PUBLIC SECURITY ACADEMIES

2.1 Inadequate Understanding of Vocational Education in Public Security Education

Vocational education refers to a kind of education that imparts specialized knowledge or skills necessary for a certain occupation or production of labor, its objective is to cultivate first-line skilled talents in the fields of

production, construction and management. The work of public security contains job function of serving the society, one of which is to implement the administrative management in society. Public security education is the education for executives in the front line and therefore belongs to the category of vocational education. Its performances are as follows:

a) Professionalism. Public security education stresses on the cultivation of knowledge and the training of working skills.

b) Practice. Public security education pays more attention to the practical application of learned knowledge and skills.

c) Diversity. Public security occupations are numerous, so the curriculum settings are diversified.

In view of this, public security academies are lack of self-awareness and places them in the wrong position. They identify themselves as the research universities and academic colleges, put more emphasis on theoretical knowledge rather than practical capability. This results in the deviations in training requirements, teaching methods, and practical teaching requirements.

2.2 Insufficient Understanding About the Reform on Recruitment and Training System

The reform of the recruiting and training system for public security academies initiated since 2015 has guided the direction of public security education development and prompted public security institutions to carry out practical teaching reforms that meet the requirements of public security agencies. The main requirements are as follows:

The first is to strengthen the pertinence and practicality of education and training; the second is to strengthen practical teaching and highlight the training of actual policing ability; the third is to intensify the training of teachers with rich practical experience; the fourth is to improve the basic qualities of being a policeman and cultivate the working ability. Most academies fail to fully understand this and did not take the reform of the recruitment and training system as an opportunity to continuously strengthen the core competencies and enrich the practical curriculum design and practical teaching bases. Neither the construction of practical faculties could meet the demand of the society, nor could the practical teaching mode. Thus, most graduates are disqualified for the job since they become a policeman.

2.3 Fail to Recognize the Requirements of Practical Teaching Mode

Practical teaching should be guided by the concept of "practical guidance and close to practice". It should be based on the thorough exploration and reform of a newly-developed public security talents, focusing on the reform of the objectives of personnel training, teaching content, teaching methods, curriculum construction, teaching materials, faculty construction, and practical teaching,

thus forming a unified practical teaching mechanism that is composed of “teaching, learning, practicing and fighting”. In this way, academies and police station joint hand to cultivate talents who are open to the practice.

In terms of training characteristics, the first and foremost is to adhere to the basic principles that develop the comprehensive quality of the public security service and to the key point that stresses on the cultivation of professionalism, basic skills, and ability training; the second is to emphasize the combination of theoretical teaching, experimental training, and off-campus internships. In other words, the combination of theoretical teaching and practical teaching; the third is to highlight the distinctive feature of personnel training, the professional features of the public security and underline the training of the core professional competence of the police and the practice of teaching; the fourth is to strive to achieve an amiable standard that graduates are of political reliability, excellent skills and development potential.

At present, although some public security academies have begun to transform their teaching mode from theoretical-based pattern to the practical-orientated pattern so as to put more emphasis on practice and capability, a quantity of problems still exist due to several reasons, such as the large difference between the practical teaching environment and the real condition of the public security frontline, the impractical professional knowledge of teachers, and unmatched demand of internship working contents. Students are mostly allocated into the basic units such as police station, which is unable to further bring out their full potentials. In addition, the students didn't feedback to teachers what they had learned during the internship. Reversely, the teachers' practical teaching level cannot be improved. All of them results in the dissatisfying mode of practical teaching.

3. THE CONSTRUCTION OF PRACTICAL TEACHING MODE

Facing with the real condition, we need to integrate into the practice, meet the standard of the requirements and implement the standard into the entire process of education in public security academies, improve the integrated training mode of “teaching, learning, practicing, and fighting” and combine the professional knowledge with policing combat. It is an effective way to construct practical teaching mode. The specific approach is as follows:

3.1 Formulating the Training Scheme of Practical Talents

We need to organize related experts to discuss and formulate specific teaching scheme so as to reform the curriculum system in accordance with the core principle of fostering the overall quality of public security services

and the cultivation of professional spirit, basic skills and professional competence. First of all, we should make overall adjustments to the structure of curriculum, stressing on the cultivation of comprehensive ability of public security and build a framework of curriculum systems that highlight practice. Secondly, academies should adjust the total teaching hours for compulsory courses for all majors in order to greatly increase the proportion of experiments, practical training, and internship, rising the proportion of them from less than 25% in the past to about 40%. The formulation of training scheme of practical talents is conducive to provide reliable mechanism for all-rounded-developed teaching activities.

3.2 Reform on the Teaching Contents and Methods in Accordance With Practical Requirements

During the teaching process, we must combine our teaching with the public security practice so as to promote education and preform reform. Teaching content should be “close to the grassroots, close to actual condition, close to law enforcement activities”, timely reflect the reality and predict the trend of public security practice. We must ensure the synchronization of teaching content and the development of public security practice, keep pace with the progress of technical and tactical skills in policing. We also need to closely linked with public security law enforcement activities and learning from the experience of achievements in reform and typical practice. In addition, we should actively encourage innovations in teaching methods and vigorously promote case study, reaching the effect of “moving the actual case into the classroom”, put more emphasis on concise lecturing and extensive training, spare no efforts to put the students in real environment and guide them to try to solve problems existing in public security practice so as to intensify their capabilities while performing their duty.

3.3 Establish Public Security Operation Curriculum Structures Centered on Practice

The objective of public security academies is to cultivate applied talents, so the curriculum setting and teaching methods of the public security institutions should be set so as to reach the goal. The reform of public security operation curriculum structure must break away from the bondage of the discipline-centered curriculum mode. We should construct the curriculum setting and make the teaching plan to “meet the specific demand of professional positions, fulfill the task of developing professional skills and satisfy the standard of the employers”. We need to reduce the ratio of theoretical courses while increase the ratio of practical courses, decreasing several public security operation courses with high overlapping rate, improving the comprehensiveness of courses and cultivating students' practical skills. Simultaneously, we should ensure the high efficiency of developing a

policeman while bringing out his full potential in career, raise his legal awareness and humanistic concern, cultivate well-knowledge and brave policeman in accordance with the principle of “dual satisfaction on capability and morality, agreed direction of demand of posts and career development”.

3.4 Continuously Enlarge the Practical Teaching Foundation Sites

Public security academies should always keep the principle of mutual benefit and continue to cooperate with related public security department to enlarge the practical teaching foundation sites so as to effectively organize the faculties and students to go to the front lines to ensure public security, carry out various practical teaching activities, improve the quality of education and training as well as timely apply the theory and academic research achievements into the practical condition. Through the construction of practical teaching sites which combine the function of integrating student internships, teachers' research programs and operation practices, it provides a good platform both for students and teachers to continuously meet the demands of training application-oriented public security specialists.

3.5 Improving the Level of Faculty According to the Demands From the Practice

To build a team of teachers with rich practical experience and theoretical knowledge is the prerequisite for carrying out practical teaching reform. It is extremely necessary for us to improve the levels of teachers and enhancing their teaching ability, in particular encourage their intensive practical teaching experience and give them more investment funds on research. Meanwhile, we need to orderly organize our faculties to go to the first-line department of public security organs to enrich their

practical experience, improve the ability to solve the problems of public security education, and realize a work pattern that is both complementary and win-win between public security academies and public security institutions. Apart from it, we must strengthen the cooperation with other public security academies and research institutions in China, create opportunities for our excellent teachers to further study in high-level colleges and push forward scientific researches and academic exchange activities.

3.6 Organizing Students to Participate in Public Security Practices

The most crucial features of practical teaching mode are “highlighting the pertinence of talents, the specific feature of policeman, the training of core professional competence and practical teaching.” Public security academies should vigorously organize students to go to the frontline of security during their vacations or the Spring Festival, enhancing their capabilities and comprehensive quality through participating in public security works. Only when students are engaged in the practical condition can they intensify their political thinking and improve their overall quality and operation skills as a policeman.

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