

## Research on Practice Teaching of Public Security Major

Zhang Xuming

Department of Public Security Management, Liaoning Police University, Dalian 116036, China

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**Abstract:** When implementing the teaching of the course of public security, it is necessary to attach great importance to the practice of teaching content, thus providing conditions for students' comprehensive ability. This paper mainly explains the objectives and standards that should be established in the practical teaching of public security majors from the perspective of practical teaching concepts and standards analysis of public security majors. At the same time, it discusses the organizational strategies of practical teaching of public security majors, and discusses them in detail from different angles, which can provide a reference for practical teaching research in public security majors.

### 1. Introduction

With the increasing era of policing, adaptability and intentionality, the traditional teaching model is difficult to meet the needs of current talents. It is necessary in order to attach great importance to the quality of practical teaching in public security majors, strengthen practical teaching based on theoretical knowledge, and innovative practical teaching mode and method, increase practical teaching places and scenes, improve practical teaching content, and objectively assess students' practical achievements, thus providing an effective guarantee for practical teaching quality.

### 2. Analysis of practical teaching concepts and standards in public security majors

#### 2.1 Follow the professional requirements to establish the correct training objectives

When implementing the practical teaching of public security majors, it must be strictly implemented in accordance with the public security organs' demand for public security management talents. In the specific implementation process, it is necessary not only to strengthen the theoretical study of public security majors, but also to strengthen practical teaching, and then to teach according to the goal of talent training. First of all, we must determine the training objectives of the public security majors, establish a good professional ethics, strict organizational discipline, correct political direction, have the concept of maintaining social stability and safeguard national security, and at the same time, master the laws and regulations of public security management, be familiar with public security work policies and guidelines, comprehensively master the basic basic skills, basic knowledge and basic theories of public security majors, and be able to adapt to the relevant posts in public security management, so as to meet the country's demand for application-oriented talents in public security management. Therefore, practical teaching of public security majors should handle the correct training objectives and provide guarantees for the cultivation of talents with strong practical ability and rich theoretical knowledge.

#### 2.2 Strengthen actual operation and practical ability training

The practical teaching of the public security major is not only closely related to the theoretical teaching, but also independent of the theoretical teaching. It is also an important way to strengthen the practical operation and practical teaching of students, and it plays an important role in improving the quality of professionals in public security. In the specific implementation process, it is necessary to attach great importance to cultivate students' practical ability, and implement the teaching according to the actual operation capability of the public security organs for public security management positions, so as to set professional practical teaching content according to specific job

requirements, and plan and design the corresponding training program. The corresponding training program enables relevant students to practice and operate in person, so as to achieve the purpose of strengthening students' practical ability.

### **2.3 Applicability, reality and practicability of practical teaching in public security**

In the practice teaching of public security majors, we must abide by the Applicability, reality and practicability of teaching concepts, and carry out the design and planning of practical teaching courses according to these three aspects, in which actual operation should follow the requirements of public security organs, and also be public security. The main methods and measures for the management of office positions mainly refer to the operability and effectiveness of the practical teaching content. Although the practical teaching content involved in the law and order major is relatively large, it is not possible to conduct practical training. Practical subjects and practical content are set according to the practical teaching conditions. The application mainly refers to the ideal effect and level that students can achieve after completing relevant teaching content and practical content, so that students can effectively play their own role in practical work.

## **3. Organizational strategies for practical teaching of public security majors**

In the process of implementing the practical teaching of public security majors, it is necessary to attach great importance to the design of practical teaching subjects and content, and implement them effectively, and plan them according to professional training objectives, including training assessment, training reports, simulation exercises, on-site demonstrations, venues. Organizational measures such as layout.

### **3.1 Strengthen the practicality and scientificity of professional practice teaching curriculum**

The practical teaching of public security majors mainly rationalizes the different courses of the major and constructs corresponding practical subjects, including foreign-related police affairs, accident countermeasures, public security incidents, public security case investigation, dangerous goods management, road traffic management, public security order management, household management, and community policing, through the transformation of different content points into content, to integrate practical operations and knowledge of Lu theory. Follow the practical teaching objectives and content of the public security major to design the following practical teaching subjects, including public security incident handling training, public security case investigation and inquiry training, explosion site disposal training, fire accident handling training, road traffic accident training, VIP training, and large-scale activities. Security training, police psychological behavior training, self-help mutual rescue training, police equipment training, live fire shooting training, patrol screening training, public security command center and police training.

### **3.2 Strengthen the scientific nature of the practice teaching venue layout**

The practice teaching space of public security majors should rationalize shooting according to the teaching objectives, optimize the scene layout, so as to connect different practical teaching courses to ensure that each practice site can play the most important role, enhance students' subjective initiative, different practical scenarios. The venues should be arranged according to the needs of teaching and public security management work, introduce effective physical objects and props. In the actual training process, students can design different roles and carry out simulation training according to the corresponding scenes, thus improving the whole practice teaching process. In general, the teaching staff should design and plan according to the professional knowledge points and key contents, so as to provide students with corresponding practical scenes and venues to promote students' practical ability.

### **3.3 Actively organize and enrich practical teaching content**

When planning and designing the practical teaching content of the law and order major, it is necessary to carry out the teaching practice and professional curriculum arrangement. The first

practice teaching project is carried out first, and then the practical content is comprehensively implemented, so as to gradually advance according to the ladder-based practice teaching mode, according to the present. Common practice teaching methods to analyze, mainly including simulation exercises and on-site demonstration of two teaching modes. The on-site demonstration mainly demonstrates the practical projects after the completion of the theoretical course teaching, which mainly includes the public security management business procedures, individual business exercises, etc. At the same time, the practical teaching instructors will conduct lectures and conduct demonstrations on the spot, the students will practice according to the teacher demonstration. The simulation exercises are mainly carried out according to pre-designed disposition procedures, corresponding strategies, security incident scenarios, public security cases. Students and teachers are trained in different scenarios in simulated scenarios to simulate real-life scenarios and events to achieve practical teaching objectives. In the specific implementation process, students will be strengthened, familiarized with and mastered the practical teaching content according to the design plan, so that the relevant public security management business, events and cases can be handled and managed in a complete, systematic and independent manner.

### **3.4 Guide students to improve the practice report, objectively assess the results of students' practical courses**

First of all, after the completion of the practice teaching of public security majors, students should be instructed to actively analyze and summarize the practical content, practical projects and practical results, so as to effectively summarize and analyze the relevant content, carry out different communication and discussion activities, so that students can learn from each other. This will enhance students' mastery of the professional knowledge and content of public security, provide guarantee for students' future study and work. Secondly, after completing the practice teaching of public security majors, the teachers must conduct an objective assessment and evaluation of the students' practical curriculum results, so as to examine and evaluate the students' practical learning quality. The teachers responsible for professional practice teaching should follow the characteristics of the professional courses and the content of practice is to unify the quantitative assessment and qualitative assessment criteria, so as to reflect the rationality, impartiality and objectivity in the assessment of students' achievements. In the specific implementation process, the teachers should prepare according to the students' practice, practical operation status and practical content. The results of practical results analysis and practical results are used for comprehensive monitoring, so as to give quantitative assessment, and give qualitative assessment according to practical standards and practical content, to provide effective guarantee for the continuity and whole process of the whole practice teaching assessment.

## **4. Conclusion**

In summary, with the continuous improvement of the practical teaching level of public security majors, its teaching content and teaching forms are gradually developing towards in-depth and diversified perspectives, and the layout of practical teaching courses is carried out according to the actual requirements of public security management. Plan and promote the scientific and standardization of its details. In the actual teaching process, it is necessary to improve the teaching content and teaching methods in a timely manner, and plan the practical teaching content and scene according to the curriculum requirements and the actual level of students, and improve the teaching evaluation standards. To carry out all-round testing of students' innovative ability and practical ability, and finally achieve the purpose of improving the professional ability of public security management practitioners.

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