



Research on the Construction of Practical Teaching System in Public Security Colleges Under the Background of School Bureau Cooperation

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Abstract. With the increasingly complex social security situation and the increasingly intelligent means of crime, the public security work is increasingly urgent, especially the compound talents with high practical ability and theoretical accomplishment. In this context, as the main position of cultivating future police talents, the innovation of their teaching mode is particularly critical. This paper aims to explore the construction path of the practical teaching system of public security colleges under the cooperation mode of school bureau, analyze the existing problems such as the construction of cooperation mechanism, the construction of teachers and the allocation of practical resources, and put forward corresponding countermeasures and suggestions, in order to provide theoretical support and practical reference for the development of public security education in China.

Keywords: school bureau cooperation; public security colleges; actual combat; teaching system

1 Introduction

Currently, the social security situation is becoming increasingly complex, with criminal methods trending towards intelligence and concealment. The demand for compound talents who possess both practical combat skills and theoretical knowledge in public security work has never been more urgent. As the "source project" of public security team building, the reform of educational models and the optimization of practical teaching systems in public security colleges and universities have become key tasks to meet the challenges of the new era.

2 The Significance of Practical Teaching System Construction of Public Security Colleges Under the Background of School Bureau Cooperation

At the Third Plenary Session of the 20th CPC Central Committee, it was proposed that education, science and technology and talents are the basic and strategic support for China-style modernization. In 2024, the meeting of National Public Security Bureau Directors once again stressed the need to promote education and training,^[1] "plan and implement the 'quality strong police project', and improve the integrated talent training mode of 'teaching, research and training' ".^[2] The cooperation of the school bureau, that is, through the exchange of teachers, actively introduce social resources, and promote the construction of collaborative education mechanism between public security colleges and actual combat units, is an important way to deal with the current challenges of social security, improve the efficiency of public security work, and cultivate high-quality public security talents. This cooperation mode not only meets the requirements of the development of The Times, but also is an important strategic choice to promote the common development of public security education and public security work.

From the perspective of public security colleges, on the one hand, professional teachers in public security colleges can experience the complexity and diversity of the public security business, and can deeply understand the actual needs and challenges of the front-line police work. This practical experience can directly feed back the teaching, so that teachers in the teaching process more close to the actual combat, more vivid and specific. Public security colleges and universities, on the other hand, education in urgent need of rich actual combat experience, by selecting excellent police to school as an instructor, teach police skills and working experience, with its "pragmatic" teaching style, and public security colleges professional teachers "college" rigorous teaching complement each other, broaden the students security theory knowledge of view, let them in the learning process can directly access to from a line of "actual combat experience", realize the depth of the theory and practice.

From the perspective of public security practice business departments, on the one hand, the practical teaching system can ensure that the talents trained by public security colleges have a high degree of practical ability and directly meet the needs of public security organs for professional talents.^[3] This teaching mode enables students to be exposed to real police scenes and complex cases in the learning process, so as to adapt to the post requirements more quickly in the future work, and improve the overall effectiveness of police work. On the other hand, it can also promote the innovation and development of police technology. Public security colleges and universities can rely on the practical experience and practical needs of the public security organs to carry out relevant scientific research and technology research and development work, promote the continuous progress and application of police technology, and improve the scientific and technological level and practical ability of the grass-roots public security level.

3 Under the Background of the Cooperation of the University Bureau, the Construction of Practical Teaching System in Practice

As a forward-looking cooperation concept, school-bureau cooperation deeply shows the inevitable trend of the transformation of public security education. It is not only an innovation of cooperation mode, but also an important strategic choice for public security colleges to open schools, cross the boundary and make deep integration. This concept emphasizes that public security colleges and universities must abandon the old concept of being relatively closed and limited to the cooperation in the field of public security instead, and actively embrace the new open, inclusive, diversified and integrated educational ecology. Under this background, public security colleges and universities are faced with the challenge of comprehensive innovation of teaching content and methods. It requires colleges and universities to closely meet the actual combat needs of public security in curriculum design, teaching content update and teaching method reform, and overcome the obstacles of the disconnection between theory and practice and the separation of teaching and actual combat.

3.1 Cooperation Mechanisms are not sound

At present, there are significant deficiencies in the cooperation of mechanism construction. The cooperation channel of public security colleges and public security organs is single, and the operation mechanism tends to be superficial. The cooperation is mainly through the "informal mechanism", which is realized by the pairing of teachers with good relations and business agencies.^[4] The form of cooperation is arbitrary, and a systematic mechanism is not formed. The depth of cooperation in both theory and practice is obviously not enough. The lack of long-term strategic planning and clear cooperation goals leads to the fuzzy direction of cooperation; the poor communication channels and coordination mechanism make the problems difficult to effectively solve; the unclear division of responsibilities and rights and the insufficient protection of the rights and interests of both parties, which affects the enthusiasm and sustainability of cooperation.

3.2 Teaching Resources and Conditions of the Restrictions

Public security colleges and universities face the dual constraints of resources and conditions in the practical teaching. On the one hand, the resources needed for practical teaching, such as real cases, simulated scenes and advanced practical training equipment, are generally in short supply, which is difficult to meet the teaching needs. Real cases are difficult to obtain due to confidentiality, data sensitivity and other problems, while the lack of simulation scenarios and practical training equipment limits the skill training of students in the simulation environment, and affects the effectiveness of practical teaching. On the other hand, the outdated teaching facilities and the limited scale of the practical training base have become another bottleneck restricting the improvement of the practical teaching level. With the change of police work, teaching facilities

need to be constantly updated to meet the new needs, but the restrictions of capital and technology lead to the lag of facilities. At the same time, the scale of the training base is limited, which makes students lack of practical training opportunities, skill improvement and experience accumulation.

3.3 There are Deficiencies in the Construction of Teachers

At present, there is a serious shortage of compound police professionals with both high education and high skills. Although most professional teachers have a rich knowledge reserve in the academic field, their career path is often relatively single. After graduation from relevant universities, they directly enter the teaching positions. Lack of practical experience in working in the front line of public security organs, lack of in-depth understanding and grasp of the actual application of procedures and technologies of public security organs and the emerging new public security problems.^[5] This separation between theory and practice is particularly obvious in teaching practice. In the process of imparting knowledge, professional teachers are often difficult for them to organically integrate the technical requirements of the public security organs into the teaching process, which leads to a large deviation between the teaching content and the practical demand. This lag is not only reflected in the old theoretical knowledge, but also reflected in the lack of actual combat skills, which makes it difficult for students to quickly adapt to the actual combat environment of the public security organs after graduation.

4 Innovation and Development of Practical Teaching System Construction of Public Security Colleges Under the Background of School Bureau Cooperation

The cooperation between the university and the bureau puts forward higher requirements for the teaching system construction of the teaching system of public security colleges and universities, focuses on the problems and difficulties existing in the reform and development, and optimizes the scientific method of the reform and innovation of the talent training mode of public security colleges and universities, which is the key to the steady and long-term cooperation between the university and the bureau.

4.1 To Promote the Mechanism Construction of In-Depth Cooperation Between the Two Sides

In view of the current imperfect cooperation mechanism, the primary task is to build a long-term and stable cooperative relationship. Therefore, in addition to the double thousand exchange of temporary post training, the school bureau can build a normal cooperation in multiple forms. On the one hand, the exchange visit and exchange mechanism can be established for the school bureau personnel.^[6] By setting up targeted docking cooperation units, the personnel from both sides can be encouraged to conduct short-term or long-term visits, study and exchange to each other's units, so as to enhance

mutual understanding and promote the sharing of knowledge and skills. Through this flow of personnel, we can break down the information barriers, promote the collision of thinking, and inject new vitality into the cooperation. On the other hand, we should encourage project-based cooperation, jointly set up research projects or special projects and special topics around the hot and difficult issues in the actual public security field, and organize expert teams to jointly tackle key problems. This problem-oriented cooperation mode can not only promote the close combination of theory and practice, but also improve the research ability and innovation ability of both sides.

4.2 Optimize the Construction of the Practical Curriculum System

In view of the dilemma of limited teaching resources and conditions, we should focus on optimizing the practical curriculum system and teaching resources. According to the actual needs and feedback of the actual combat department, constantly adjust and improve the curriculum and teaching content, to ensure the close connection between the curriculum and the actual combat, so that students can learn real practical skills^[7]. Accelerate the construction of the "5 + 5" modern police talent training mode with five curriculum systems of "public basic courses, professional basic courses, specialized courses, police courses, war training and elective courses" as the core teaching content, and the five-in-one talent training mode of "teaching, learning, training, war and management" as the framework support. At the same time, strengthen the construction of teaching resources, the use of modern information technology means to develop high-quality teaching resources and case database, to provide rich and diverse materials for practical teaching. In addition, it is necessary to increase investment, update teaching facilities and training equipment, expand the scale of the training base, provide students with sufficient actual combat training opportunities, and comprehensively improve the quality of actual combat teaching.

4.3 We will Improve the Construction of the Teaching Staff

The teaching staff is the foundation of the development of public security colleges and universities, and the key to the improvement of teaching quality. First, to build a set of perfect "two-way exercise" mechanism. By promoting the deep integration of theory and practice, the comprehensive improvement of teachers' ability can be realized. Teachers should be encouraged and supported to go deep into the actual combat departments of the public security department, accumulate valuable practical experience and master the latest police skills and technologies through personal participation and field research. At the same time, teachers should also be guided to actively participate in teaching research and reform, and constantly explore and innovate teaching methods and means, so as to improve their teaching ability and level. This two-way exercise method not only contributes to the overall improvement of teachers' personal ability, but also injects new vitality into the teaching quality of public security colleges and universities. Second, it is necessary to formulate and implement the standard of "double-qualified" teachers. The so-called "double-qualified" teachers refer to those teachers who have both a solid theoretical foundation and rich practical experience. "Double-

qualified" teachers can organically combine theory with practice to provide students with more comprehensive and in-depth teaching and guidance. Therefore, it is necessary to clarify the specific standards and requirements of "double-qualified" teachers, and gradually build a team of teachers meeting this standard through training and introduction, so as to provide a more solid guarantee for the teaching quality and talent training of public security colleges and universities.

5 Conclusions

Talent is the foundation of the school, and teaching is the top priority. Different from the talent training of general colleges and universities, public security colleges and universities train people's police who shoulder the great political and social responsibility of consolidating the ruling position of the Communist Party of China, safeguarding the long-term peace and stability of the country, and ensuring the people live and work in peace and contentment.[1] At present, with the rapid development and profound changes of China's society, the public security work is facing an increasingly severe and complex situation. As the foundation and the starting point of the construction of the public security team, the public security education has been endowed with a new historical mission and responsibility. In this context, public security colleges and universities should closely combine local characteristics and actual needs, continue to explore and innovate, actively build and practice the new mode of practical teaching system construction, and strive to cultivate public security talents who meet the requirements of The Times and have excellent professional quality. Through unremitting efforts, we will provide solid talent support for the sustainable development of the public security cause, ensure that the public security team can effectively respond to various challenges, and effectively maintain social stability and security.

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