Exploration on the Implementation Path of Combat-oriented Teaching System in Chinese Public Security College

Fan ZHANG
Nanjing Forest Police College, Nanjing 210023, China

Keywords: Public security college, Combat-oriented teaching, Practical teaching, Teaching system.

Abstract. The development and change of economy and society put forward higher requirements and expectations for police law enforcement personnel. As the main position of police personnel training, it is imperative to strengthen the reform of combat-oriented teaching (COT) to meet the needs of public security work. This paper analyses and studies the connotation of COT in the light of reality, and makes idealistic thinking on some problems in the practice-oriented teaching, aiming at actively exploring the effective path and mode of COT reform under the new social development situation.

Introduction

Combat-oriented teaching (COT) originated from the teaching and training of military colleges. "To improve the actual level of military training, we must proceed from the needs of actual combat, train the troops strictly from the difficulties, practice as we insist on fighting, and practice as we need to fight." Police colleges and military colleges have similarities in school-running principles, training objectives, teaching management and personnel training modes. Under the requirement of national higher education reform and comprehensive deepening of public security reform, we should learn from the COT ideas and experience of military colleges, study the law of public security education and teaching under the new situation, and construct the personnel training mode of integration of "teaching, learning, training and combat" around the goal of "winning". To train qualified law enforcement personnel who serve the people, enforce the law impartially and have strict discipline is the inevitable choice of teaching reform in public security colleges.

The Connotation of Police COT

COT is a Kind of Teaching Idea

The school-running idea and training goal of Public Security colleges determine the law enforcement level of public security organs. "To strengthen the police first, we must strengthen the education. Public security colleges should pay attention to facing the actual situation, serving the actual situation and integrating it into the actual situation, and implement the actual requirements and combat effectiveness standards into the whole process of education and teaching." COT is the direct manifestation of the sublimation of school-running ideology and the strengthening of service consciousness in public security colleges. It is necessary to unify ideas and change concepts and establish teaching concepts close to actual combat, serving actual combat and simulating actual combat. To strengthen the construction of discipline and specialty as the main line to form a multi-disciplinary and multi-level characteristic curriculum system, and integrate "Combat and Training" into the teaching process to train qualified application-oriented law enforcement personnel for public security organs. We should further clarify the quality standards of COT, promote the refinement, standardization and standardization of teaching and training activities, and not label, formalize and slogan COT. In the process of teaching, we should pay attention to: first, we should insist on teaching service and highlight the characteristics of public security. The second is to consolidate the theoretical basis and strengthen the concept of rule of law. Third, we should focus on capacity-building and increase the proportion of COT. Fourth, we should teach students in accordance with their aptitude and train compound law enforcement talents. Fifthly, we should update the
teaching content and methods, pay attention to the scientific, combat-oriented and cutting-edge of knowledge.

**COT is a Mode of Talent Cultivation**

Talents training mode includes teaching system, teaching mode, teaching content, teaching method, examination and assessment and many other links. COT requires police colleges to take political police building as the premise, quality police building, scientific and technological police building as the basis, and ability improvement as the guidance in the design of personnel training mode and training program. Constantly reform the teaching content, enrich the teaching means, strengthen the basic, applied and innovative content, and promote the seamless connection between school education and police combat-oriented warfare. In the process of teaching, the core is ability training, and the focus is COT. The teaching should be carried out according to the needs of police situation disposal, law enforcement, case handling, public opinion guidance and information application of public security organs. The cultivation of loyal police spirit, mass concept, legal thinking and discipline consciousness should be integrated into the learning, training and management of students. Furthermore, we are committed to cultivating qualified law enforcement personnel with political firmness, strong style, professional proficiency and excellent quality. It is necessary to further strengthen the cooperation between colleges and bureaus and standardize the COT system, so that students can participate in, practice and play a role in the practice of public security organs, so as to shorten the adaptation period of students from campus to front-line public security organs to the greatest extent.

**COT is a Comprehensive Education Method**

As the saying goes, "Teaching is good, but there is no fixed method". COT is the teaching of researching and solving combat-oriented problems, the teaching of challenging and stimulating teachers' ability level, and the teaching of realizing the interaction between teachers and students and the collision of ideas. For a long time, there have been many problems in public security colleges, such as insufficient combination of theory and practice, single teaching means, weak COT and lagging behind judicial practice. COT requires police colleges to further broaden their horizons of running schools, aim at actual combat in teaching content, simulate actual combat in teaching methods, close to actual combat in teaching organization, increase the proportion of COT, and change teachers' behavior habits of "one book, one pen, one mouth, one USB drive". To realize the transformation of personnel training mode from "theoretical" to "applied", the transformation of teaching mode from "mouth-moving" to "hands-on", and the transformation of teaching process from "closed" to "open". We should further improve the assessment system and improve the quality monitoring mechanism, and establish a multi-party evaluation system involving public security colleges, public security organs, teachers and students. In this way, efforts should be made to train students' ability to analyze and solve problems, so as to achieve a high degree of conformity between the training objectives of colleges and the needs of police law enforcement personnel.

**Several Relations Should Be Rationalized in COT**

**The Relation between Academic Education and COT**

How to correctly deal with the relationship between diploma education and COT, whether the promotion of COT will weaken the general theory education of College students, whether the police theory education and law enforcement training can be synchronized, and whether the COT will affect the quality of academic education. Such problems have been plaguing the teaching management and professional teachers in public security colleges.

The author believes that public security colleges not only have the characteristics of academic education in ordinary universities, but also have the characteristics of Police Vocational education. It is an important task to implement the goal of public security education reform in an all-round way to
formulate teaching plans according to students' aptitude, scientifically adjust subject and specialty settings, optimize the allocation of teaching resources, strengthen police awareness and improve students' comprehensive quality. Public security higher education belongs to the characteristic undergraduate education, which is different from the academic education of ordinary colleges, and cannot be the same as the combat-oriented combat training of police in grass-roots public security organs. COT and academic education do not conflict, but put forward higher requirements for personnel training. Public security colleges should not only consolidate students' professional foundation and strengthen theoretical general education, but also embody the characteristics of police vocational education and highlight the characteristics of public security. As a national higher education institution, public security colleges should first abide by the law of higher education and the requirements of personnel training, strictly implement the national standards for the quality of personnel training of relevant professions of the Ministry of Education, and actively integrate into the reform and development of modern higher education with the times. As a professional college for training applied law enforcement talents, it should set professional orientation, determine teaching content and formulate evaluation criteria according to the training goal of police professional ability, and apply the concept, content, method and technology of public security work to the teaching process. At present, public security colleges should clarify the teaching orientation and school-running characteristics, improve the level of teaching and scientific research and influence in theoretical practice, and enhance the comprehensive quality of students so as to provide solid personnel guarantee and intellectual support for public security work and team building.

The Relation between COT and Theory Teaching

The core of undergraduate education is general knowledge, which is to cultivate students' ability to think critically and independently, and lay a foundation for lifelong learning. To advocate COT is not to deny theoretical teaching, but to emphasize the close combination of theory and practice. To consolidate the theoretical basis is the premise of carrying out COT, and is also the key to distinguish public security higher education from general vocational education. COT is not only a requirement, but also a method and a practice. It requires public security colleges to be close to actual combat, simulate actual combat and serve actual combat in terms of personnel training mode and training objectives. Teachers should organize teaching flexibly according to the characteristics of professional courses, so that they cannot do everything in terms of curriculum content and teaching methods. COT is not only reflected in professional courses, but also important in basic theory courses. For example, in the professional basic courses, we should combine the practice of public security law enforcement to improve the comprehensive quality of students. Professional courses incorporate the needs of police combat-oriented warfare to cultivate students' ability of law enforcement and case handling. Police technology should be closely linked with the combat-oriented needs of the police and the trend of strengthening the police by science and technology.

While emphasizing the organic combination of theory and practice, we should also pay attention to avoiding the practice-oriented teaching going to another extreme, that is, the practice-oriented teaching always depends on the actual combat, follows the actual combat and lags behind the actual combat of public security. Actual combat ability involves not only physical fitness and operational skills, but also professional spirit and professional ability required for public security law enforcement and social management. If we emphasize the training of professional skills while neglecting the accumulation of professional knowledge and the cultivation of innovative thinking ability in teaching, the comprehensive quality of students and the level of teaching and scientific research in public security colleges will eventually be affected, resulting in the passive and negative lag of public security higher education behind the practice of Public Security Law enforcement.

The Relation between COT and Practical Teaching

There is a common problem in the development of COT, that is, the confusion of COT and practical teaching, and the confusion of COT and case teaching. It is believed that as long as the participatory
methods such as case discussion, simulation teaching, experimental teaching and situational teaching are adopted in the teaching process, the COT is the COT. The author believes that there are connections and differences among COT, practical teaching and case teaching, which belong to the logical inclusive relationship and cannot be mentioned in the same breath. COT is the pronoun of training and teaching. It cannot be understood literally as "fierce confrontation between the two sides". The core of COT is to realize the close connection between teaching activities and public security work. practical teaching is only a comprehensive means and form of expression in COT, including case teaching, simulation teaching, experimental teaching, skill training, social practice and so on.

The purpose is to enhance students' perceptual awareness and cultivate students' combat-oriented ability; case teaching is only a common teaching method in COT, through the introduction of cases to enable students to face the situation, enhance their ability and level of using the knowledge they have learned to analyze and solve problems. It is of great significance to clarify the relationship between the three in COT. Professional teachers should choose different teaching methods according to the characteristics of the subject curriculum, enhance the teaching effect, improve the teaching efficiency and promote the combination of theory and practice. To solve the problem with a strong sense of problem and a positive attitude towards facing up to it, we should not ignore the essence of the depth and connotation of the development of the actual COT, and turn the war-oriented teaching into superficial teaching in the hope of quick success and instant benefit.

The Way to Establish COT System

Standardization of COT Activities

At present, all public security colleges are actively exploring the COT mode, but there are some problems, such as insufficient communication, free-lance and self-governing. Throughout the teaching plan of Public Security colleges, although the proportion of combat-oriented courses is required in the syllabus of various disciplines and specialties, there are widespread problems in practice, such as the gap between COT content and actual law enforcement, the shrinkage of actual combat content in class hours, and the low difficulty coefficient of obsolete teaching materials. In order to further standardize the COT activities, the Ministry of Public Security is expected to promulgate the guiding opinions on COT as soon as possible to clarify the quality standards and operational norms. Public security colleges should strengthen inter-school exchanges and peer exchanges, discuss and improve COT programs, formulate teaching plans, develop COT materials, and promote the realization of "teaching, learning, training and combat" integrated talent training mode.

Improving the Professional Level of Teachers

In the era of knowledge and information diversification, the network has become an important platform for college students to acquire knowledge and exchange information, which provides powerful information resources for teaching work, but also brings great challenges. At present, teachers should pay more attention to updating their knowledge and improving their abilities, grasp the latest research results, hot and difficult information of public security law enforcement, reform traditional teaching methods, and realize the scientificalization of teaching process, the modernization of teaching content and the diversification of teaching forms. In teaching, we should adhere to the student-centered approach, cultivate students' interest in learning and innovative spirit, and strive to improve students' comprehensive quality.

Establishing a Long-term Mechanism

Establishing a long-term mechanism and improving the teaching management system is an important guarantee to promote the sustainable development of COT in public security colleges. Firstly, we should strengthen the construction of teachers' contingent by introducing talents through multiple channels, respecting teachers, emphasizing teaching and stabilizing teachers' contingent. Secondly,
we should strengthen the training of teachers and the study of modern educational concepts and teaching methods. Third, deepen the cooperation between the academy and the bureau to help teachers consciously integrate into the environment of public security law enforcement. Fourth, we should strengthen the construction of COT platform and encourage teachers to participate in multi-channel and multi-form social practice activities. Fiftieth, we should integrate teaching resources, change the state of overlapping and repeating curriculum contents, lack of mutual support among disciplines, and idle and wasteful teaching resources. Sixth, to strengthen cooperation and exchanges between public security colleges, and to build a cross-regional, cross-departmental, cross-disciplinary and cross-professional characteristic teaching team. Seventh, improve the teaching evaluation and incentive mechanism, reward the good and punish the bad, and mobilize the enthusiasm of teachers to participate in the teaching reform. Eighth, we should increase investment and technical support in educational reform projects to achieve the sharing of high-quality teaching resources. Ninth, improve teaching conditions, improve teaching efficiency, improve teachers’ ability to use big data resources in teaching, and introduce micro-lessons, mu-lessons, rain classes into the teaching process.

Summary

Under the background of the reform of public security recruitment system, the training objectives of Public Security Colleges are clear and definite. The graduates trained are basically enriched into the public security system. In order to make the trained students integrate into the public security team more quickly and give full play to their professional skills, it is the only way to construct a COT system. Although in this way to enhance the effectiveness of actual combat, there are still many constraints. Only by coordinating all aspects of relations, improving various systems, stimulating the enthusiasm of all aspects, can we truly achieve the integration of "teaching, learning, training and combat" and let teaching go deep into the work practice of the front line of public security.

Acknowledgement

This research was supported in part by the 13th Five-Year plan project of Jiangsu Education Science under Grant C-c/2018/01/11, in part by Jiangsu Qing Lan Project under Grant 2017, in part by Nanjing Forest police College Teaching Reform Project under Grant ZD18104, in part by the Project of the Fundamental Research Funds for the Central Universities under Grant LGZD201805.

References

[1] Q.H Yan, Rethink the Relationship between Police Skills and Police Tactics in the Process of Public Security Education Reform, Journal of Liaoning Police Academy. 21 (2019) 105-109.

[2] X Huang, L Gao, Exploration on the Practical Way of Using Force Skill Training for Public Security and Police, Journal of Hunan Police Academy. 30 (2018)123-128.

[3] Y Zhang, Y Mao, A Preliminary Study on the Mechanism of "Actual Combat" Teaching in Public Security Colleges, Journal of Anhui Police Officer Vocational College. 15 (2016) 98-100.

[4] C.X Xia, Practical Teaching Reform Based on Big Data in Police Academies: Connotation, Basis and Operation System, Journal of Jiangsu Police Officer College. 34 (2019) 5-12.

[5] C.Y Huo, G.L Ouyang, Reflection on the Mode of "Teaching-Research-Case-Handling" in Police Academies under the Guidance of Actual Combat, Journal of Guangzhou Police College. 28 (2018)51-54.

[6] M.Y Wang, Construction of Practical Teaching System from the Perspective of Practical Rationality: A Case Study of Law Education in Public Security Colleges, Legal System and Society.12 (2018) 203-204.