

Research on teaching reform of Police Law course

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Abstract

In the investigation of the internship situation of public security graduates, it is found that there is a big gap between the ability of public security theory and practice and the demand of employers. Therefore, professional courses should further enhance the scientific nature in supporting professional personnel training. As the core course of public security major, Police Regulations have found some pain points and difficulties in curriculum design and teaching implementation in the process of teaching results investigation and discipline reflection. Based on this, this course carries out a more scientific and targeted learning goal setting under the guidance of OBE concept to support the training of professional talents. On the basis of the constructivism teaching concept, the teaching reform of this course is explored, so that the spark of teaching activities and students' thinking can collide in the classroom, and under the guidance of teachers, it gradually constructs its own ideas and veins, roots theoretical knowledge in the fertile soil of public security practice, and truly achieves the goal of training applied police talents.

Keywords: OBE concept; Teaching reform; Joint police examination

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1. Introduction

According to the author's field survey data analysis of the internship situation of Anhui Public Security Vocational College graduates in 2023, 80% of public security graduates went to work at grassroots police stations, and about 20% of students went to assist in the security work of the 2022 Hangzhou Asian Games. They are distributed in traffic police, economic investigation, anti-terrorism, public security, criminal investigation and other positions. On the post, students can analyze and deal with public security administrative affairs with the theories and methods they have learned at school, do some basic drafting of public security administrative documents, and use the theoretical knowledge they have learned to carry out public security work and other related public security practices and solve the difficulties of the masses. Most positions require students to have the lines, principles and policies of public security work and the application of relevant laws and regulations in practical work. Police Regulations is the core professional course of the public security major of the whole school. As a guide course at the beginning of the semester, this course plays a core supporting role in the parallel development of Public Security Theory and Public Security Mass Work, as well as professional development and the achievement of talent goals. The goal of the course is to enable public security students to learn and master public security laws and regulations more efficiently, such as learning the Police Law, the Internal Affairs Regulations of the Public Security Organs and the Regulations on the Use of Police Weapons and Weapons by the People's Police. Through the construction of this professional course, students can acquire more efficient and practical skills on the basis of mastering the basic knowledge of public security laws and regulations, which can not only help students prepare for the joint examination of public security, but also fully apply the theories, methods and skills learned in the course and make full preparation in the face of future police work. Although curriculum design in accordance with traditional teaching concepts can support the training goals of public security professionals to a certain extent, in the actual teaching process, there are still insufficient execution efficiency and incomplete implementation of training goals. The more prominent problems are insufficient connection between theory and practice, and insufficient transformation and application of professional knowledge in practical work. Therefore, the problem of emphasizing public security laws and regulations rather than practice exists in the course design, and students' weak awareness of knowledge transformation occurs in the implementation, which ultimately affects the result of training output and makes the trained talents not sufficiently applicable. Therefore, the professional curriculum needs to find the crux of the course construction and teaching process, and carry out the reform in line with the law of talent training, in order to better support the professional talent training program.

2. Analysis of Pain Points In Curriculum Construction And Teaching

2.1 The design of curriculum objectives is vague and the teaching efficiency is low

The course objective of "Police Regulations" is relatively vague and the teaching purpose is general, without elaborating the course objective. The initial goal of this course design is to help public security majors prepare for the joint examination of public security. Therefore, the compilation of textbooks for this course is taken from scattered laws and regulations, and its form is more like review materials. At the same time, the lack of necessary supplementary laws such as the Civil Servant Law, the overall design does not correspond to the requirements of professional talent training, and the support point of the curriculum for the major is not clear; It is not clear how the teaching content supports the course objectives; Without detailing the relationship between assessment methods and curriculum objectives, the fuzzy setting of curriculum objectives will easily lead to low efficiency of teaching implementation. According to Locke's goal setting theory [[1] Chen Zhu. A Probe into the constructivist Teaching Reform of Public Security Organizational Behavior under the guidance of OBE [J]. Journal of Guizhou Police College,2023,35(5):101-108], goals can guide activities to target goal-related behaviors and make people adjust their efforts according to the difficulty. And affect the persistence of behavior. Clarity is an important attribute of work goals. In order to guide individual efforts, goals must be clear and specific, so that teachers can clearly know what to do, how to do and what results to seek in the teaching process. (2) The teaching content is significantly fragmented.

As mentioned above, in the investigation of the teaching material of the professional course "Police Regulations", it is found that students have a confused memory of the public security legal knowledge and related knowledge points involved in the course, and often confuse and confuse the public security legal provisions, and there is a phenomenon that they do not understand and cannot understand some laws and regulations. Since this course is a compulsory examination course for freshmen, the contents taught by teachers in class involve a wide range of complicated knowledge, and often involve knowledge of Criminal Law, Criminal Procedure Law and civil law, etc. It is difficult for students to understand the knowledge of the supercourse in the first semester. Moreover, the textbooks are used by the department itself. Its content is limited to the provisions of the laws and regulations themselves, without auxiliary notes, and its cutting-edge and innovative lack.

2.2 The teaching content is more law than practice

Since police laws and regulations are narrated by the law itself, and there are no auxiliary teaching tools, such as police weapons and weapons involved in compulsory measures, students can only complete the learning tasks by rote memorization. However, due to the differences between different teachers in examples, the level of laws and regulations and the preparation of teaching cases, there are also differences in teaching effect. In a word, relying on a single narration, There is no practice as auxiliary teaching, and the case resources are insufficient and inconsistent, which leads to the difficulty in carrying out classroom teaching vividly, the low interest of students, the weak foundation of public security laws and regulations, and the lack of practical police ability.

2.3 The single teaching mode makes it difficult to cultivate students' independent learning ability

Traditional classroom teaching can not stimulate students' awareness of active participation and thinking. One-way teaching makes students passively accept the knowledge of public security laws and regulations, lack the enthusiasm of active thinking and participation, and lack the opportunity to combine theory with practice. They often passively listen to the lecture, passively memorize, and only seek to pass the exam.

2.4 The single assessment method is difficult to stimulate students' enthusiasm for research

"Police Regulations" is an examination course. As the learning results of the whole semester are ultimately determined by the scores of the examination papers, students are not motivated enough to actively study the course content and over-rely on the final review sprint, which results in the exam-oriented learning attitude to a certain extent.

3. The Exploration Of Teaching Reform

3.1 Principles of teaching reform

The main principle of the teaching reform of the core course of "Police Regulations" is to construct it from the Angle of "gender level" under the guidance of the OBE concept. In the advanced aspect, emphasis is placed on developing students' ability to think, analyze and evaluate, so that they can put forward their own solutions to some existing cases. For example, after learning the regulations on police weapons and weapons, I can independently analyze the division of responsibilities of the "Qingan Gun case" and how to view and characterize the police behavior of the four policemen in the "One shot to see the truth" by using the "Operational Procedures for the People's Police to Stop illegal and criminal Acts at the scene", the "Regulations on Police Weapons and Weapons" and the "People's Police Law"; In terms of innovation, it enriches the teaching

design and inspires students' interest and potential in course research, such as referring to the teaching model of moot court, involving police situations, playing the role of police officers and gangsters in groups in class, and better understanding the warning before the use of police weapons and the identification of the scene situation before the use of guns. In terms of challenge, we should enrich and improve the objectives of teaching design, and design more reasonable assessment requirements. For example, we should not only take the final exam as the assessment score, but also take the group score as the final score of the semester, so as to better reflect the scientific assessment of this course and comprehensively improve the students' full participation and police application ability.

3.2 Teaching reform exploration path

The training goal of the course guided by the OBE concept is designed according to the "OBE" concept advocated by the Ministry of Education. Output oriented Education Concept [[1] Zhao Lijie, Liu Hongbo, Shen Yanli, Liu Zhixiang. Teaching Reform of Structural Seismic Design based on "OBE" talent training Model [J]. Journal of Water Conservancy and Architectural Engineering,2023,21(1):233-238. The original general course objective of "Let public security students learn and master the law of police behavior more efficiently" is re-set through investigation and refinement. First, master the basic knowledge of organizational behavior, understand the basic laws of human behavior, and establish a scientific world outlook, outlook on life, and values. Second, master the basic laws and characteristics of behavior, and learn to look at police behavior and organizational behavior from a scientific perspective. Third, master the basic methods and basic skills of organizational behavior, learn to use the methods of information collection and analysis to discover, analyze, and solve problems in public security work practice. Fourth, learn to improve their management quality according to the basic knowledge, basic laws and basic methods of organizational behavior. Learn to apply the knowledge in the practice of public security to put forward flexible research methods, incentive schemes and solution strategies for organizational behavior problems. Fifthly, firmly establish political consciousness, overall consciousness, service consciousness, rule of law consciousness, and cultivate the professional spirit of unity, cooperation and selfless dedication of the police.

This course focuses on cultivating students' ability to analyze and deal with comprehensive problems. Under the guidance of the OBE concept, the curriculum objectives set up more clearly point out the direction of the teaching process. In order to further solve the problem of how to define the final teaching goal of each chapter's teaching content in the process of teaching implementation, teachers should be able to clearly understand the logical relationship between course content, teaching method, course goal and class time arrangement. Finally, in the way of assessment, it should also reflect how to implement the curriculum objectives. Under the guidance of the OBE concept, the curriculum objectives correspond to the graduation requirements of students, clarify the role that the curriculum should play in professional training and the goals that should be achieved, and detail this into the teaching implementation process and teaching result assessment, from the setting of curriculum objectives to the implementation of teaching content to the final acceptance of the assessment results, throughout the whole process of curriculum design and teaching. The professional courses always clearly serve for the training of professional talents, and the phenomenon of "neglecting the essentials" will not appear in the teaching process, and the teachers are very clear about the teaching objectives and teaching effects of each class, which improves the teaching efficiency.

Build an interactive platform for constructivism teaching According to the teaching concept of constructivism, teaching should not ignore learners' existing knowledge and experience, nor simply and forcefully "fill" learners with knowledge from the outside, but should take learners' original knowledge and experience as the growth point of new knowledge, and guide learners to actively construct new knowledge and experience from the original knowledge and experience. Teaching is not only the transfer of knowledge, but also the processing and transformation of knowledge. Teachers and students, students and students need to jointly explore some problems, and in the process of exploration, exchange and question each other. Based on the student-centered teaching concept and the curriculum characteristics of "Police Regulations", it is suitable to follow the constructivism teaching theory. The classroom teaching form is no longer the traditional teaching form, but gradually changes to the establishment of class online classroom with the help of teaching apps such as Hyperstar Learning, and release preview materials for students before class. Get familiar with the content of this chapter - the process of raising a question (or setting up a situation) in class - the discussion (debate) in groups of students - the teacher leads or joins the discussion or summarizes the debate - and finally comes to some consensus or recognition. In the discussion and guidance, students try to use the knowledge of public security laws and regulations to explain the problem in this interactive discussion (debate) type environment, and constantly exchange cognition in the collision of thinking and fierce debate, build their own new cognition, and then propose solutions. In this process, the laws and regulations in the book have been applied in practice, so as

to find the corresponding position in the cognitive construction of students, so that students can vividly understand and improve the ability to analyze and solve problems. The transformation of classroom teaching links has also brought about changes in classroom teaching content. The basic conceptual content is no longer presented as the main body of teaching, but is placed outside the classroom as self-study or preview content. In class, interaction (debate) links are designed to guide and discuss key and difficult laws and regulations, and students' thinking, collaboration and practical abilities are emphasized in the collision of thinking and viewpoints.

Through the construction of this constructivism teaching platform, on the one hand, teachers and students achieve a two-way interaction between teaching and learning, and students no longer ponder the so-called "right answer", but gradually form their own ideas and opinions under the guidance of teachers to guide public security practice, and improve the ability of linking theory with practice of public security policing. In addition, teachers have a better understanding of the specific situation of students and are more conducive to providing targeted help and guidance to students. On the other hand, since each chapter has corresponding discussion, debate, case analysis and practical training activities, with high participation of students, the knowledge points that need to be mastered by students are repeatedly used for discussion, debate and quotation on the basis of understanding, so that students take the initiative to understand, consolidate and master the relevant knowledge points, so as to form a clearer cognition. Reduce the probability of confusing concepts, and finally achieve the effect of transforming basic knowledge into practical skills.

Construction of teaching content resource database Establish a special case sharing database for the course, enrich the teaching content according to the characteristics of each chapter, and guide students in a targeted and practical manner in combination with the characteristics of public security work. Through online collection, field investigation, and communication with teachers teaching this course in police academies across the country, more than 50 public security practice cases have been collected so far, and they have been processed and integrated into the teaching content, so that students can personally experience the practicability and learning significance of this course, and learn to see and analyze problems from the perspective of police. See the laws and regulations knowledge and solutions behind the problems, and help students build a thinking model of "big management". Students can also choose the research theme or direction related to this course when choosing the title of their graduation (design) thesis, conduct field research and write a thesis, and contribute practical cases and analytical data to the research related to this course. Currently, three graduates under the guidance of the author have chosen the relevant research topic of this course for their graduation thesis. And in the professional practice stage collected more data for analysis, such as the mechanism of auxiliary police research, 110 police work research, police law enforcement standardization research and so on. The construction of teaching content resource database is a process of gradual accumulation and quantitative change leading to qualitative change, and the public security work is always on the way. The teaching resources of professional courses should be constantly updated, and the ideas of cross-curriculum and even interdisciplinary comprehensive application should be cultivated. Through the enrichment of teaching content resources, students should be inspired to think of multi-course integration and cultivate comprehensive and applied professional consciousness. Able to combine the knowledge and skills of multiple professional courses to think and solve problems.

With the help of the training room of the police physical Department and the flipped classroom of grassroots instructors, the real-scene teaching of police weapons and weapons in the police physical class of Anhui Public Security Vocational College provides an opportunity to strengthen and consolidate the knowledge of this course. According to the characteristics of professional courses, police practical classes are set up in the first semester of students' sophomore year, such as indoor live firing, outdoor police weapons use training and other scenarios. Students are allowed to conduct situational drills in groups, assign roles by themselves, design plots and events, design lines, flip the classroom, and finally make comments by grassroots actual combat instructors based on the actual situation on the front line.

4. The Effect of Teaching Reform And The Application Of The results

4.1 Transformation of results

The exploration of the teaching reform of "Police Regulations" course has been approved by the key curriculum reform project of the Anhui Provincial Department of Education, and the course has been awarded the provincial key curriculum of the Anhui Provincial Department of Education. At the same time, from the perspective of teaching effect, students have high enthusiasm for class and good participation in class, and the implementation effect of course activities such as group discussion, debate and practical training is also good. More students choose the relevant content of this course as the research direction for their graduation thesis, and the research purpose is high. In 2023, the course was ranked among the top students in the teaching ranking.

4.2 Dissemination of results

Teaching reform results and Application Through the construction of the "Police Regulations" course, the course teaching and assessment system with the characteristics of "gender one" has been initially formed, as well as a relatively rich teaching content resource library, so that students can use what they learn and gain something from what they learn, and also take into account the goals and tasks of joint examination assistance at the beginning of the course construction. At present, this course has formed relatively mature teaching procedures and norms, so that this course has formed relatively stable teaching quality and teaching effect, and is not affected by the differences in teachers' personal styles. More importantly, the achievements of this course construction will be further applied to other core courses of this major related to it, such as "Basic Knowledge of Public Security", "Public Security Mass Work" and "Public Security Decision-making", etc., to form an interlinked curriculum teaching system, linking all professional courses of public security major together to form a professional personnel training system, which will echo each other. Comprehensive training, the professional personnel training program is implemented one by one; In the future course assessment, it is considered that a comprehensive case or material will be directed from basic to professional knowledge in the form of material analysis, focusing on the comprehensive analysis and practical application ability of students, aiming at training students' comprehensive management thinking, training students' professional analysis ability, achieving the purpose of cultivating applied talents, and providing guiding services for the joint examination of public security.

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