Design of Practice Teaching of Public Order Based on the Theory of Modern Instructional Design

Jian Lin¹, Bo Kang

Abstract

At present, there are several problems such as randomness, blindness and experience in the teaching of public security science major, especially in practical teaching, thus colleges and universities cannot adapt to the requirements of talents training. In order to improve the practice teaching quality of public security practice, we should apply modern instructional design theory. Aiming at the problems existing in the practice teaching of public order, we design a practice teaching system for public security. In the process of practice teaching design of public order, we should pay attention to the starting point of the practice teaching, design of teaching objectives, design of practical teaching content, design of practical teaching mode and evaluation of the practice teaching of public security.

Keywords: The science of public order; Practice teaching; Instructional design

1. INTRODUCTION

Science of public order is a practical application subject with strong practical ability. At present, in public security school professional teaching especially practice teaching situation is not optimistic, science of public security teaching practice there are random and blindness and empiricism, still cannot meet the security training requirements in a certain extent. Whether the theory and technology of modern instructional design can be used to train qualified professional talents has become the key to the development of the reform of public security science teaching. This paper tries to use modern teaching design theory, according to the order of teaching practice of problem. On the security of the learning design of practical teaching system for preliminary exploration, so as to provide reference for improve the practice teaching quality of public security.

2. The basis of practice teaching design of public order

(1) Function of practical teaching design
The practice teaching design of public order is helpful to the scientific and systematic work of the practice teaching of public order. The practice teaching design of public security science is based on the rule of law and order, and the solution to the problem of teaching should be solved by the method of the system. This program is easy to learn, willing to accept and helps to practice the teaching of the practice of public security. The current public security science

¹Chongqing Police College, Chongqing, 401331 China
practice teaching activities, although there are also the composition of instructional design, however, the overall design of this design in a certain extent, the lack of overall planning, scientific and systematic. There is no design in the practice teaching of law and order in some schools, and some are only the guidance of practice teaching in the years of practice teaching experience based on their own. And there are quite a few practical guidance to teachers or practice headed for teachers is a young teacher, experience is not many, the teaching practice of the students is likely to become a mere formality, and the teacher guides the students to practice teaching in a large extent is in order to complete the current workload. Therefore, complete and scientific system of public security practice teaching design can help teachers to overcome these defects, improve the practical ability of students in order to enhance the professional training of public security.

The practice teaching design of public security is conducive to the development and utilization of practical resources. Through the study of the principles and methods of teaching design, according to the public security colleges and universities is different and their respective characteristics, on the security of the school practice teaching time arrangement, selection of practice base, teachers appointment and practice combination, to carry out comprehensive consideration and scientific system to carry out the design and to make full use of the existing practice of resources, improve the quality of practice teaching of public security science.

(2) The design theory of public order practical teaching
Communication theory. Teaching process is a process of teaching information dissemination, in this process, the teaching information from educators began to reach the learner, and then by the learners to internalization. Science of public security practice teaching design can be used for some specific methods of communication theory, for students to participate in the practice of analysis, understanding of the original order of the students experience and participate in the practice of motivation so that practice guiding teachers more clearly about the participation of the specific circumstances of the students to practice. Also can reference propagation theory of media analysis and selection, through the use of public security practice teaching media, such as in order learn case teaching, analysis and selection of the slides, projectors, computers and other media.

Teaching theory. Teaching theory is a scientific research to solve the teaching problems. Teaching theory is a reflection of the self - consciousness of various teaching relations and contradictions, and the teaching design is the process of solving the teaching problems scientifically. In order to solve the problems in the practice teaching of public order, the teaching design of the practice teaching must follow and apply the teaching rules. The mutual influence and interaction between teaching theory and practice teaching design will promote the development of both sides. The influence of practical teaching design is mainly reflected in three aspects: one is the research on the influence of teaching time on the teaching effect; the two is the study of the learning task; the three is to highlight the status of the learners. The practice teaching design of public order must make full use of the research result of teaching theory, fully understand the influence of teaching theory on the practice teaching design of public order, so as to make the design of public security practice teaching more scientific.
Learning theory. The core of the study of learning theory is to study, and the design of the practice teaching of public security is to promote the effective learning of the students of the public order. Psychology as well as the development of learning theory is an important driving force for the development of instructional design theory and method. Along with the development of psychology from the behavior doctrine, the cognitive principle to the constructivism, the method and the pattern of the practice teaching design of the public security science are also changing constantly. In the process of practice teaching design of public security, the learning theory should include the contents such as the theory of behavior, the cognitive theory, constructivism theory and Humanism learning theory.

(3) Principles of practice teaching design
Focus on the guidance of modern education theory. Science of public security practice instructional designers should to modern teaching theory, teaching strategy as a guide, in order to make our design scheme, such as practice time, practice content, practice methods and as much as possible for students to participate in the practice. The facts also prove that the constructivist learning theory plays an important role in guiding the practice teaching design of the public security. With the development of the theory of situational learning, cognitive learning, behavior doctrine and humanism, we will introduce these new teaching theories into the practice teaching of public security.

Teaching design according to the characteristics of the practice teaching of public order. The practice teaching of law is to realize the aim of public security science professional personnel training, and to cooperate with the theory of public order, to cultivate students' ability to analyze the legal problems and solve the legal problems. The main purpose is to cultivate the legal professional skills and legal professional ethics of public security students. The practice of public security is divided into three kinds of practice: one is direct practice. Direct practice means to directly participate in the activities of the designated activities, such as social investigation, legal clinic or legal obligations consulting activities, simulated court, legal practice, etc. Two is indirect practice. Indirect practice is to use the scene to observe and other forms of practical experience, such as the trial observation, the legal clinic to observe and so on. Three is the virtual practice. Virtual practice is through the use of network, computer and other forms of practical experience, such as through the computer simulation session, watch live video, etc. Public security practice is very professional, we must use legal thinking to think, to solve the problem. Students of different grades have different experience in legal and legal practice. Therefore, in order to carry on the teaching design of the public security, we must design and practice according to the situation that the students have mastered the law and the existing practical experience. Such as in the lower grades can be scheduled to debate, to participate in the survey, observation and other activities; in the grade can case teaching, simulated court, legal clinics and other activities; in the higher grades can arrange internships, graduate, to the community as a legal volunteer.
3. The design process of the practice teaching of public order

(1) Practice teaching starting point design

The design of teaching starting point can be carried out in the following two aspects: the learner centered principle.

1. Pay close attention to the needs and learning motivation of the students of public security science. All the activities of the legal practice teaching design are to promote the study of the students of the public order. Concerned about their needs, the analysis of the establishment of practical teaching starting point is one of the basic strategies. Public order analysis the need and motivation of the students is mainly in order to understand the student's learning interest and learning readiness and learning style, to provide certain basis for content selection and organization learning, learning objectives clarify, teaching strategies to develop and media selection. According to Ausubel's theory of motivation, in the process of teaching design and teaching implementation, the learning motivation should be paid special attention, which is an important affective factor of learning. Therefore, through the investigation can understand the science of public security professional each student's status and learning needs, if the science of public security majors is a science of public security practice experience, before the professional learning has accumulated what the legal knowledge, students will be engaged in the science of public security work essential attitude, to guide the public security majors establishment engaged in the legal profession determination, confidence and perseverance, thereby strengthening the self-improvement of the internal driving force and curing, enhance the cognitive drive, to carry out the order of teaching practice of lay a solid foundation.

2. Analysis of the characteristics of public security students. The designers need to pay attention to the characteristics of public security science students, including: age, gender, cognitive maturity, learning style, experience background, social and cultural background, etc. Students' characteristics will directly affect the teaching content, the choice of teaching mode and teaching media as well as the formulation of teaching strategy. Science of public security practice teachers both to students to understand the common features and also to understand the student's individual characteristics, so that make the best use of the circumstances, teaching students in accordance with their aptitude. In science of public security students already have some basic knowledge and life experience, the characteristics of strong achievement motivation and autonomy, the selection of more than some of the classic, the social focus of case, let the students involved in the analysis; create some opportunity, let students have participated in the provided legal advocacy, simulated court, legal clinic and other activities, to improve students' comprehensive legal professional quality. At the same time, according to the individual characteristics of the students, to design a more suitable teaching program for each student. Such as in simulated court role assignment, for social responsibility sense of strong, full of passion of the students can be allowed to serve as the role of lawyers, to calm personality, good at logical thinking, to grasp the overall situation of the students, let it serve as a judge's role.

(2) Design of practical teaching objectives

The basis of the objective design of the practice teaching of public security science is the goal
of the training of public security science professionals. Law, doctors, and construction professionals are known as the three major occupations that are highly specialized. Although the ideal training goal is not reality talent jack of all trades talent science of public security. Based on the science of public security of the application and security features of the practice of education and legal professional training target should is to train have good breadth of knowledge of the practical application of senior professional talents for the positions of the cause of China's law, than any other professional should tend to the vocational and technical training. According to this goal, we should pay more attention to the practice of teaching, the design of the teaching objectives should include the following three parts.

Training students' legal professional skills. Legal vocational skills include social cognitive ability, interpersonal communication ability and social adaptation ability, application ability, basic operation ability and innovation ability. Cultivating the social cognitive ability is the initial teaching goal of the practice teaching of public security. The basic skills of public security science students mainly refer to the accurate grasp of legal terminology in their professional career, to communicate with others in oral or written language, to express their views on specific facts or issues. In addition, it also includes the ability to master and apply modern office equipment, access to information, cooperation and coordination skills, and the ability to communicate in a foreign language.

Cultivating students' professional ethics. Improving the legal professional accomplishment is the primary goal of the practice teaching of public order. Only by constantly improving the quality of professional ethics of the students majoring in law. They have good moral character, the students after graduation can be fair, fair treatment all legal matters, so that they become a real social need legal talents cultivating.

Cultivation of students' legal belief. The legal belief is the need to realize the strategy of governing the country according to law, and it is the ultimate goal of the education of public security. Through the practice teaching of public order, to cultivate students' lofty sense of mission and a strong sense of responsibility to the rule of law, to put the equity and justice rooted in the students' mind, in order to realize the social harmony and justice.

(3) Design of practical teaching content
After the goal of the practice teaching of law and order is determined, the design of the practice teaching content of public security science has become the key to the implementation of teaching objectives. Aiming at the specific objectives of the practice teaching of public security, we should re design the teaching content. To sum up, need to pay attention to the following aspects.

To open the practical class independently, and to increase the class hours of practical courses. At present, the opening of the public security science curriculum is mainly based on the division of the Department of public order and the main law of the country. This kind of curriculum, not only the practice class hour is few, moreover the practice class also belongs to the theory class. A considerable part of the practice of the University as an elective course, which is more compressed in the practice of class hours. American legal philosopher Edgar Bodenheimer pointed out, "if a man is only a law craftsman, only know the rules of the trial procedure and the specific rules of the real law."
Adjust the practice class order, and promote the organic combination of practical and theoretical lessons. The science of public security education in curriculum timing is generally: first year learning theory and learning courses in the second year, third year is a course + a small amount of practice course and the Fourth academic year for more practical course + a small amount of theory course. This arrangement is basically a process from theory to practice. From the understanding of the basic law of things, this does not conform to the law of teaching. In view of this, we can reform the time sequence of the practice course of the public security science. Grade a opened social investigation and trial observation and Practice Course + basic theory course, let the students to get in touch with the society, to understand the social and legal issues, familiar with the basic survey method and with communication skills, establish trial impression, increase interest in learning theory courses; second grade set up professional theory courses + case teaching, thematic debate, legal advocacy and practice course and enhance students' understanding of professional theory courses, students diligent in thinking habits, training students' independent judgment, logical thinking, improvising ability. Third grade open simulation court, legal clinics and Practice Course + professional theory courses, students on the basis of procedural law and substantive law, let the students under the guidance of teachers, investigation and evidence collection, writing legal documents, to participate in the trial, to participate in the mediation, training the skill of legal occupation; fourth grade opened internships, volunteer of community law, special investigations and graduation thesis and Practice Course + vocational guidance theory course in. Through the practice course, enhance students' legal professional skill, good legal ethics culture, deepen the theoretical study, reflect the progressive and gradual process.

Attaching importance to the emotional education of practical teaching and promoting the students' legal spirit. Public security science professional skills, professional ethics, service consciousness, legal faith and so on are the comprehensive quality of the students of public security science. Professional ethics, service awareness and legal beliefs are non intellectual factors, the success of a person can play an important role, the need to get through emotional intelligence education. In view of the science of public security practice teaching skill EQ is light, in the public security science teaching practice, is for training and education to the students of non intelligence factors, such as in case teaching, social investigation, legal advice, graduation practice, students creating emotion experience, pay attention to for students of interpersonal skills, emotional control skills, a positive attitude adjustment and other aspects of cultivation and training, so that theoretical knowledge internalization for the moral consciousness of students, to develop students' professional morality and personality.

Pay close attention to the new changes in the public security, so as to make the practical teaching content forward. Things are constantly changing, and the public security is no exception, which requires the public security science teachers have the ability to capture the latest information, in the design of public security practice teaching, so that the content of the teaching of public security. For example, in the case teaching can be the introduction of the latest case, simulates the court teaching can arrange the latest case, in order to enhance the practice teaching students interest and increase new student legal knowledge and new skills. Again, with the development of society, all volunteer team in developed and expanded
continuously, public school students should also keep up with the trend of the society, and actively participate in the legal team of volunteers, active with his knowledge of the law and society, but also to enhance their ability in practice.

(4) The design of practical teaching mode
Although the education of public security in our country has gone through nearly a hundred years of history, but because of the traditional theory of light practice teaching situation, the public security school practice teaching has not yet formed to make the public security science education circle all recognized model. According to the characteristics of the legal profession and the practice teaching of law and order, the teaching of the practice of public security should carry out the teaching mode of "leading subject". Diversification is to practice the teaching activities to, for example, legal debate, social investigation, case analysis, simulated court, legal volunteers, through different types of activities, training students' vocational skills, cultivating students' professional ethics; "dominant main body" is in to carry out practical activities should reflect the teachers' leading role and students' main body function, fully respect each student's main body position and personality, emphasizing the interaction between teachers and students, creating the atmosphere of the classroom, reflect the students' self learning and knowledge system construction. To promote students to master basic knowledge and basic skills, and to promote their overall development, the following four aspects should be paid attention to by teachers with purpose, planning and organization, and promoting students to take the initiative to master basic knowledge and basic skills.

1. Regulate the practice teaching activities of public security. On the compiling of the practice teaching specialized practice teaching outline and guide book, a clear practical activities, objectives, contents, implementation steps, achieve the goal of students, arrangement, teacher guidance, site arrangement, designated on the activities of management and research of the teaching and research group, so that the practice activities of rule-based.

2. Equipped with a dual division practice teaching staff. Pays great attention to the study of public security theory of teachers' quality training at the same time, to the teacher provides ample opportunity to practice, rich practice experience and plan for them to practice teaching training, improve their mastery of the ability of teaching practice. The improvement of the practice level of the public security science teachers is the decisive factor to improve the practice teaching of public security, and also is an important guarantee to improve the practical ability of the students.

3. Rich classroom teaching methods. Through classroom teaching case teaching, debate, discussion, sitcom, observation of film and television works, DV production a variety of teaching methods, really makes the public security teaching content and the social reality and the students thinking, combined with actual and practice runs through every link of teaching, and in the extensive interaction of teachers and students, students and students, and enhance the effectiveness of classroom teaching.

4. Strengthening the construction of practical activity places. Take the combination of internal and external ideas, on the one hand shall strengthen the court, laboratory hardware and software construction of school library, simulation, in order to ensure the smooth progress
of the practical teaching activities; on the other hand, pay attention to open up the building of off campus practice base, increase the chance of practice, rich practical experience, to make up for lack of school practice.

(5) Design of practice teaching evaluation
The evaluation and design of the practice teaching of public security is an important part of the practice teaching design of the public order. The design of the evaluation of the practice teaching of public security should pay attention to the following aspects.

1. Teacher evaluation. First, pay attention to the teacher's legal work experience. Study of public security practice of the evaluation of teachers teaching should be in strict accordance with the standards of "the double teacher type": one is whether to have good professional ethics, have stronger language expression ability and scientific research ability, whether they have love science of public security education, understand the educational psychology, such as the basic teaching conditions. Two is whether to have a wealth of experience in the practice of public security, or have a skilled professional legal skills, such as legal documents writing, investigation and evidence collection, court debate and other skills. Second, the correct calculation of the workload of the teaching of the practice of public security. A lot of colleges and universities pay more attention to the workload of classroom teaching, the workload of practice teaching is ignored. This approach seriously hurt the enthusiasm of teachers to carry out practical teaching activities. Therefore, it should improve the standard of practice teaching, and set different computing standards according to the effect of practice teaching.

2. Students evaluation. Student evaluation is the last teaching practice, but also the most difficult, one of the most important links. A good evaluation method can not only make the students improve the consciousness of education, but also can play the role of value orientation. According to the viewpoint of modern cognitive psychology, the practice teaching of public security is the learning of procedural knowledge, which is closely related with practical operation and has the dynamic nature of learning, and is the problem of solving the problem of what to do and how to do. Therefore, the students practice evaluation can not simply with "excellent, good, pass, fail" to settle the matter, cannot use more tests to replace, but should innovative evaluation methods, suggestions from the object and purpose of the course teaching of take case studies, writing papers, video test, such as comprehensive evaluation, but also pay attention to evaluation of the learning process, take the dynamic tracking monitoring, increase the students participate in teaching, social practice, personally, to develop education link in the course grade proportion, to focus on examining students to understanding and analysis ability. This evaluation of both heavy and heavy process can really help students improve the ability of legal practice. At the same time, should also pay attention to the use of evaluation results, for example, can the students write investigation report on completion of the selection, the excellent survey report was compiled by the publicity, which help to enhance the practitioner of self-confidence and self achievement, stimulate their enthusiasm; on the other hand also help more students to share it’s in the process of practice experience and feelings, so as to enlarge the radiation surface, and further enhance the effectiveness of teaching practice.
3. Social evaluation. Social evaluation is a very important link, each professional training of students to accept the test of their society, the public security is not an exception. Schools should establish a corresponding tracking mechanism to track the graduation year, two years, and even ten years, twenty years of community feedback on students. Constantly adjust the content of the teaching design of the practice of public order, so as to make the students of law school to better adapt to the new requirements of social development for the public security science professionals.

4. Conclusion
In this paper, we conduct research on the design of practical teaching mode and evaluation of the practice teaching of public security. To open the practical class independently, and to increase the class hours of practical courses. At present, the opening of the public security science curriculum is mainly based on the division of the Department of public order and the main law of the country. This kind of curriculum, not only the practice class hour is few, moreover the practice class also belongs to the theory class. In the process of practice teaching design of public order, we should pay attention to the starting point of the practice teaching, design of teaching objectives, design of practical teaching content, design of practical teaching mode and evaluation of the practice teaching of public security.

Reference