

# Research on Practical Teaching in the Students Training of Emergency Management

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**Abstract:** Practical teaching is a kind of teaching conducted according to the requirements of simulated actual setting, which covers the basic attributes of modern education and practical requirements of emergency work, and reflects the characteristics of the times of talent training in professional colleges. In order to scientifically carry out practical teaching and cultivate emergency professionals required by the society, professional colleges need to systematically plan all teaching links by strengthening practical awareness, thus laying a solid foundation for emergency management training. This is not only of great theoretical significance, but also of certain practical value to strengthen the practical teaching and improve the talent training mechanism.

**Keywords:** Teaching, Talent, Cultivation, Educational mechanism.

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## 1. Introduction

Professional colleges are the cradle of talent training in China. Their theoretical, professional and application-oriented training objectives determine that their teaching process which adhere to the practical orientation. Practical teaching is the specific embodiment of the practical emergency management in the talent training process. It is an education process that follows the requirements of talent training and the laws of higher education, takes the needs of emergency management as the guidance, conducts teaching according to the practical scenarios, and systematically improves the quality of talent training. It is a forward-looking training for students by the college and has a greater potential role. [1]Therefore, scientific and reasonable design of practical teaching mode is not only the internal demand to reform the traditional teaching mode, but also the key link of the talent training process. This has far-reaching significance in promoting the transformation of emergency management education from "knowledge" to "ability", and improving the teaching quality of emergency management education. At the same time, the practical teaching will also help to further establish the humanistic education thought and make the emergency management education more conducive to the comprehensive development of students.

In terms of theoretical significance, according to relevant theories, the talent training mechanism based on practical teaching conforms to the development requirements of emergency management education, reflects the teaching characteristics of emergency management education, and helps to systematically achieve the training objectives of emergency management education, which is embodied in three aspects: Firstly, it reflects the "practical" teaching needs, and its research results are directly applied to the practice of emergency management education curriculum reform. Secondly, it embodies the "practical" teaching mode, which is an effective way to cultivate students' innovative consciousness and build innovative ability. Thirdly, it reflects the "practical" teaching development, which is an important way to promote the sustainable development of education and

teaching in professional colleges.

From a practical point of view, the key of practical teaching is to provide more applied talents for emergency management departments and create a strong practical teaching atmosphere for students in professional colleges. First of all, the practical teaching can help to improve the quality of talent training. The key of practical teaching is to simulate the practical working scene, run all kinds of practical standards through each teaching link, so that students can improve their perception, analysis, research, judgment and reaction ability to the practical scene in the teaching process. Secondly, the practical teaching can help to focus teaching and scientific research on practical work. Through the practical training of professional colleges, which can fully understand the internal relationship between the teaching and emergency work needs in professional colleges, organically combine theoretical learning, scientific research direction and practical drilling, then to enhance the innovation and pertinence of talent training. Finally, practical teaching will help to enhance students' working ability. With the help of a professional practical system platform, it will help students establish the learning concept of unity of knowledge and practice, constantly strengthen the practical awareness of the learning process, and systematically improve the professional quality of emergency response.

To sum up, practical teaching in professional colleges keeps pace with the development of the times, constantly innovates and applies, and strives to cultivate high-quality application-oriented professionals in the new era. Guided by smart new policing, we will build a reasonable education and training system, and build a practical teaching platform by adhering to the practical guidance. The level of practical application is promoted by actively innovating advanced teaching methods and means, ensuring the immediacy and synchronization of teaching information resources and the front line of practice, ensuring the consistency and simulation of practical situations, and ensuring the completion and achievement of experimental teaching reform effects and training objectives.

## **2. The Current Problems of Practical Teaching in Professional Colleges**

As an important part of emergency management in the process of talent training, practical teaching has gradually been paid more and more attention by professional colleges. However, due to the constraints of system transformation, educational tradition, training mechanism, ideology and other factors, the practical teaching work of professional colleges still needs to be systematically strengthened, which is highlighted in the following four aspects.

### **2.1. The concept of practical teaching needs to be further improved**

Educational concept is the value judgment and basic view of education. The educational idea permeates people's value orientation of education, and determines the development direction and management mode of education, which is the soul and key of education. [2]From the actual situation of professional colleges, the concept of practical teaching still lags behind the objective requirements of emergency management. In the process of promoting practical teaching, there are many problems affected by the teaching concept. On the one hand, there is a lack of awareness of the importance of practical teaching and innovation in educational concepts. Influenced by the traditional indoctrination education model, the teaching process is often dominated by theoretical teaching, which is difficult to give full play to the majority of students in the learning process. On the other hand, the teaching concept is short of foresight and is disconnected from emergency work. At present, the courses offered by professional colleges lag behind the emergency management development, it can not reflect the practical and cutting-edge contents such as advanced emergency management means, emergency tactics, art of ideology work, as well as high-quality case analysis and research.

### **2.2. The system of practical teaching needs to be further improved**

At present, from the perspective of the teaching system design of professional colleges, there are still a series of problems in the practical teaching, mainly as follows: First of all, the construction of the curriculum system is not strong enough. Many professional colleges generally have problems such as insufficient public courses, heavy proportion of professional courses, less elective courses, etc., and there is a big shortage in the integration of theoretical teaching and practical links. Secondly, the teaching methods are too traditional. Professional colleges are still relatively single in teaching methods. They still use traditional teaching methods in teaching methods. They do not fully consider the application, professionalism and particularity in the teaching process of professional colleges, which is difficult to effectively meet the practical requirements of emergency management. Finally, the specialty setting is out of line with the actual practical needs. From the perspective of the training reform of professional colleges, their training reform efforts are far behind the needs of emergency work, and some original specialty settings do not meet the actual needs.

### **2.3. The ability of practical teaching needs to be further improved**

Practical teaching is a systematic project, in which teachers' level, evaluation mechanism and practical platform are the

key factors. The specific problems are as follows: Firstly, the teaching staff of practical teaching is insufficient, and full-time teachers are short of practical experience, which is difficult to meet the needs of practical teaching. Secondly, the evaluation mechanism of practical teaching is not scientific enough. The evaluation content of some professional colleges mainly involves the macro level, but less involves specific teaching process indicators, leading to the poor operability of the evaluation mechanism. Thirdly, the guarantee platform for practical teaching is not perfect, and high-quality professional textbooks, experimental training platforms, training sites, necessary instruments and equipment for practical teaching are lacking. The construction of practice bases cannot meet the needs of work oriented teaching, which affects the quality of combat oriented teaching.

### **2.4. The methods of practical teaching needs to be further improved**

The development of practical teaching cannot be separated from information teaching. However, there is still a certain gap between teachers' information teaching ability and the requirements of education information in the current professional colleges, which is difficult to meet the modern requirements of practical teaching methods. Firstly, some college teachers are lacking in motivation to improve the level of information technology teaching. Because some teachers are busy with daily teaching, they do not want to actively learn information technology, actively promote information teaching mode, and even have a questioning attitude towards information teaching mode, which restricts the innovation of practical teaching methods to some extent. Secondly, some college teachers have limited ability to use information based teaching methods. The use of information technology among some teachers is mainly reflected in simple online interaction and daily multimedia teaching. They seldom innovate and apply network teaching resources, especially for modern information teaching mode, lacking systematic cognition and in-depth learning. Thirdly, there is insufficient space for some college teachers to participate in information teaching training. Although current professional colleges have conducted relevant training to effectively improve teachers' informatization teaching level, there are still deficiencies in the depth and breadth of training, such as the weak willingness of some teachers to participate in training, more theoretical teaching than practical training, and uneven training of public course teachers and professional course teachers.

## **3. Specific Measures to Strengthen Practical Teaching in Professional Colleges**

The key of practical teaching is to provide more applied talents for the emergency response team, which has injected new vitality into the reform and innovation of professional colleges under the new situation. In order to achieve this goal, we need to build a series of long-term mechanisms, which are specifically reflected in the following four aspects:

### **3.1. Improving the level of practicality through teaching reform**

Teaching resources are not only the precondition of teaching quality in professional colleges, but also the

fundamental guarantee to realize the function of teaching and educating students. The teaching resources of professional colleges mainly cover talent training programs, teaching contents and teaching methods. The effective allocation of these teaching resources can ensure the scientific operation of the practical teaching system in professional colleges. It can not only fully mobilize the enthusiasm, initiative and creativity of teachers, but also promote the comprehensive development of the theoretical level and practical ability of students. Firstly, the talent training program, we must systematically optimize the current curriculum system, training links and teaching mode, and take the first job needs as the primary task of talent training. Secondly, the teaching content, it need to be closely related to the actual situation of emergency work, accurately grasp the direction of actual work and the social frontier, reflecting it in the teaching materials and modules of all levels and types, then to update and revise the teaching standards, as well as actual work scenes. Thirdly, the practical teaching method, based on the idea of "teaching, learning and practicing" integration, makes full use of information teaching, case teaching, practical teaching, observation teaching and other methods and technologies. Fourthly, the structure of the teaching staff. The key to the practical teaching is to build a compound teaching staff with both teaching level and practical ability, who can "teach" and "practice", and then truly shoulder the arduous task of training practical talents.

### **3.2. Improving practical ability by optimizing training objectives**

The training objectives of professional colleges are an important part of their teaching system. They guide, standardize, strengthen and mediate the talent training process, and systematically reflect the guiding ideology and school running characteristics of professional colleges. To construct the teaching system, we should define the training objectives and establish the position of talent training center. It is not only a manifestation of the extent to which school leaders attach importance to talent training, but also a criterion for school leaders and managers to handle the relationship between talent training and other work. [3] First of all, strengthening the practical teaching orientation. Professional colleges should determine teaching topics according to practical tasks, design curriculum content according to practical actions, determine teaching groups according to training directions, determine teaching standards according to ability needs, then to strengthen the pertinence and directivity of teaching, and improve the practical teaching ability. [4] Secondly, professional colleges should establish modern teaching concepts, take the transformation of teaching concepts and education methods as the guide, build a talent training model that meets the practical needs of the emergency management department, run the practical goal through the whole process of talent training, and serve the actual needs of emergency management. Finally, we should build a practical supervision mechanism. Through the practical teaching supervision group, we should constantly strengthen the training characteristics of professional colleges, so as to systematically enhance the practical awareness and practical skills of students, with the goal of cultivating application-oriented and professional emergency talents.

### **3.3. Improving the practical quality by promoting the combination of coaches**

Practicality runs through the whole process of emergency management education. We should practice the education concept of "unity of knowledge and practice", closely focus on the professional training direction and emergency practical skills, so as to meet the needs of emergency professional training, so that the majority of students can systematically master relevant theories and skills in practice. Specifically, through the combination of coaches, we will strengthen the pertinence and professionalism of practical teaching from the aspects of teaching, training, practice and dissertations, and put practical training into practice in the school. Firstly, optimizing the curriculum system. Through the basic curriculum system, students can understand and master some basic professional quality and legal knowledge; Through the professional curriculum system, students can understand and master the basic theories and relevant skills in the field of emergency management; Through quality expansion of the curriculum system, students can broaden their horizons and broaden their knowledge. Secondly, strengthening the practice work. Through the establishment of practice bases in various emergency management departments at all levels, the professional colleges and emergency management practice docking has been realized, the practical ability of interns has been improved, and the practice effect of students has been guaranteed. Thirdly, improving the evaluation system. Through standardizing the evaluation content, the systematic and scientific evaluation of teaching design, teaching methods, teaching ability and teaching philosophy can be realized; Through improving the feedback mechanism, a multi-dimensional and all-round process evaluation system will be formed.

### **3.4. Improving the practical kinetic energy through innovative methods and technologies**

As the key development direction of professional colleges' talent training in the future, big data application is an inevitable requirement to adapt to the new era of practical teaching and innovative talent training. At present, with the promotion and deepening of the concept of information education, the field of global higher education has begun a revolutionary transformation, and gradually become the key field for advanced countries to compete for the dominance and discourse of future higher education. The problems existing in the process of practical training in professional colleges include structural contradictions between teaching and practice, but in essence, the existing education mechanism is difficult to effectively connect with the field of the information age. Therefore, our professional colleges should adhere to the concept of "data empowerment", strengthen the idea of big data resources, big data technology and big data applications, then to transform the practical teaching content into data achievements, and effectively and accurately empower the practical teaching process. At the same time, we should try our best to break the limitations of information teaching through innovative teaching models. The majority of teachers should organically combine information based teaching methods with traditional teaching models to prevent the one-sided pursuit of information based teaching from ignoring the status and role of traditional teaching, so as to improve the level of practical teaching from

different perspectives of traditional teaching models and modern teaching models.

#### 4. Conclusion

Therefore, the information age is leading the trend of a new round of teaching reform and development, and the practical teaching in professional colleges is still in constant application and development. The development of curriculum construction, the development of practical training projects, the preparation of teaching materials and handouts, the formation of teaching teams, and so on, will inevitably lead to a variety of problems. Professional colleges and universities must keep pace with the development of the times, constantly innovate and apply, highlight the central position of professional talent training, strive to cultivate high-quality application-oriented professionals in the new era, and provide talent support and intellectual support for emergency management. Strengthening the practical emergency teaching is not only the inevitable requirement of the modern higher education, but also the proper meaning of training emergency management talents. Through theoretical analysis and

problem research, this paper puts forward relevant suggestions for emergency management education in the context of practical teaching. However, due to the limited personal level, there are still many deficiencies, which need further discussion by relevant experts and scholars.

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