

Research on the Path of Transforming Ideological and Political Education in Police Colleges from Separated Model to Integrated Model

-- A Case Study of Police College M

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Abstract

Currently, the education system in police colleges focuses on the systematic transmission of basic theoretical knowledge as the core of imparting professional knowledge to undergraduates, a process which is closely connected and mutually supportive with ideological and political education (IPE). However, the traditional "separated" IPE model faces problems such as the disconnection between ideological and political elements and professional knowledge teaching, and ambiguous course attribute definitions. The core of the IPE reform at Police Academy M lies in the transformation and upgrading from a separated model to an integrated model. By constructing a comprehensive and systematic integrated IPE architecture, the reform deeply analyzes the subsystems and constituent elements of the IPE system, clarifies the interaction relationships among them, and achieves the organic integration of implicit education and explicit education. This reform reflects the innovation and exploration of police colleges in the field of IPE, helps promote the iteration of the "New Policing" education concept in police colleges, implements the educational goal of "Three Alls Education" (All Members, Whole Process, and All Dimensions), cultivates modern policing talents with firm political positions and high moral qualities, and enhances the new quality of public security combat effectiveness through the educational environment.

Keywords

Separated Ideological and Political Education; Integrated Ideological and Political Education; Explicit Education; Implicit Education; Practice.

1. Introduction

At the National University Ideological and Political Work Conference, General Secretary Xi Jinping profoundly pointed out: "Ideological and political theory courses and various professional courses should jointly shoulder the mission of cultivating talents, ensuring the educational path is unimpeded, deepening teaching content, so as to ensure that all courses maintain a high degree of consistency with ideological and political theory courses and achieve positive complementary and synergistic effects." [1] Currently, the higher education sector is actively exploring the path to effectively integrate the goals and content of ideological and political education into the teaching of professional courses. The concept of "IPE" has transformed from initial theoretical recognition to widespread practical application. Police colleges are the main field for cultivating policing talents. Their ideological and political work must be closely combined with the school's running characteristics and student characteristics. By innovating working mechanisms and methods, they should guide students to form correct political views and values. In the talent cultivation process, police colleges

should deeply excavate the values, emotional education, and moral education resources hidden in professional courses, give full play to the positive role of professional courses in implicit education, construct a curriculum system where ideological and political theory courses and professional courses support and complement each other, and shoulder the educational responsibility of "shaping souls for people." In recent years, the reform practice of IPE teaching in police colleges has further deepened the connotation of IPE, enriched teaching achievements, not only meeting the requirements of the "New Policing" education era, but also serving as a classic case of the exploration of IPE reform in the higher education field.

Under the background of the "New Policing" education reform, Police Academy M in Province M (hereinafter referred to as "M Academy") proposed to cultivate "new policing talents" who are "more loyal and reliable, more professional and dedicated, and more integrated and compound" as the goal. Adhering to the principle of "shaping the soul before shaping the form," the academy promotes the construction of an integrated IPE system. The school, departments, and teachers collaboratively undertake the tasks of integrated IPE according to their functional positioning. Combining actual teaching situations, they unify practical teaching with IPE, constantly exploring practical effectiveness. In view of this, this paper intends to start from the perspectives of the connotation, elements, and architecture of the IPE model, based on the current situation of IPE in police colleges, deeply analyze the existing shortcomings, and strive to solve problems such as the "two-skin" phenomenon between IPE theory and practice, the separation of IPE elements, and the lack of localization elements, achieving the educational effect of the mutual integration of IPE elements, the unity of theory and practice, and the mutual supplementation of IPE concepts and traditional culture.

2. The Connotation and Current Situation of Integrated Ideological and Political Education in Police Colleges

(1) The Connotation of "Integrated Ideological and Political Education"

Based on the experience and achievements of the IPE reform practice at the M police academy, integrated IPE refers to the systematic excavation and integration of teaching content in police courses that can significantly promote police academy students to form the core values of the people's police, moral and ethical concepts, and a sense of police professional identity, under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and by profoundly following the core principles and laws of public security education. In the teaching process, we adhere to the deep integration of knowledge transmission and value shaping, and the seamless connection between public security skill training and IPE, aiming to shape students into policing compound talents with solid law enforcement ability, efficient management skills, noble moral qualities, and practical application ability. This educational concept aims to achieve the perfection of the knowledge system, the enhancement of practical ability, and the sublimation of values, thus providing high-quality and specialized reserve forces for the public security cause.

(2) The Current Situation and Shortcomings of IPE in Police Colleges

Currently, the professional settings and curriculum system structure of police colleges in China, after more than 30 years of continuous development, have a basically mature content framework and method system, and the content and framework of various public security disciplines have been basically established. In comparison with the fundamental requirements of "cultivating virtue and talents" in the national higher education curriculum IPE, the current IPE in police colleges has three shortcomings.

1. The Imbalance between the Theoretical System of IPE Teaching and Practical Innovation Development

In recent years, with the deepening of education reform, the curriculum teaching theoretical

system has become increasingly perfect. However, the development of practical teaching lags relatively. After long-term teaching accumulation, teachers have a high degree of control over the content structure, key teaching points, and teaching progress of the curriculum. However, restricted by subjective and objective factors such as the singleness of teaching methods, the limitation of teaching time, and the scarcity of practical platforms, there is a widespread phenomenon of the disconnection between theory and practice in public security technology teaching. This phenomenon has significantly affected the teaching effect of the curriculum, forming a "fracture" state between theory and practice. Given the problems inherent in the curriculum content itself, the further expansion and deepening of curriculum IPE at the practical level appears particularly lagging.

2. The Insufficiency of Traditional Cultural Elements in Educational Content
Currently, colleges and universities in China have constructed a characteristic IPE system with Chinese characteristics, but the application of localization elements is still insufficient, and the integration of IPE with traditional Chinese thought and culture is not deep. Influenced by the clear guiding nature of the IPE goal, IPE teachers focus more on the shaping of ideology and the core socialist values, to a certain extent neglecting traditional Chinese moral and cultural thoughts [2]. Furthermore, in the process of IPE theory teaching, teachers often focus more on its principles, methods, and technical levels, lacking in-depth discussion and attention to the dissemination methods of the "Chinese path" direction of IPE and traditional cultural values. This current situation has a significant difference from the expectations of curriculum IPE construction put forward in the "Guiding Outline for the Construction of Curriculum IPE in Higher Education Institutions," and even deviates from it [3].

3. IPE Teaching is Highly Dependent on Case Forms
The public security team is tempered in practice, willpower is honed, and spirit is promoted. Separated from practical drills in the classroom, only explaining practical cases, the realization of the teaching goal of IPE elements is like water without a source or a tree without roots. Therefore, in the teaching process, we must attach great importance to the innovative application of teaching methods and means, improving the carriers of IPE elements through various methods such as "Red and Blue Confrontation," grassroots internships, and course practical combat.

(3) The Concept Iteration of Integrated IPE over Separated IPE

1. The Connotation Differences between New and Old IPE Models
The traditional separated IPE model is a relatively static, partial, and separated IPE model. It attempts to achieve specific and temporary IPE goals through clearly defined educational means and carriers, and assessment and evaluation. In contrast, integrated IPE is a dynamic, comprehensive IPE system that focuses on the combination of explicit education and implicit education, having both explicit goals and implicit goals, symbolizing a transcendent understanding of teaching means and carriers. Therefore, integrated IPE is not only a comprehensive, whole-process, and all-member integrated IPE teaching concept and model but also can be called a new IPE thinking model for university teachers in the new era.

2. The Differences in the Advanced Nature of Educational Concepts

Integrated IPE emphasizes that teachers should place the person itself at the core of teaching when conducting teaching design and teaching activities, and on this basis, organically integrate the educational development of public security-related majors into the whole teaching process. Compared with the surface reforms often seen in the construction of separated IPE, such as replacing nouns or replacing cases, integrated IPE advocates a deep change at the level of values and methodology, touching the core spirit of the curriculum content, aiming to achieve the deep integration and effective guidance of IPE in professional courses.

3. The Differences in Course Attribute Positioning

In the current educational practice, although the implementation of "Curriculum IPE" has clear goal orientation and assessment orientation, this may also lead to the ambiguity of course attribute positioning. Especially the weight distribution problem between IPE goals and curriculum content, if not clear, it is easy to cause confusion in teaching goals and priorities. In this situation, full-time teachers often bear huge teaching pressure, finding it difficult to find a balance between knowledge transmission and IPE, and even appear educational dilemmas such as neglecting the core of teaching content and excessively pursuing formalization.

Different from separated IPE, integrated IPE does not intend to change the essential attributes of the course but aims to guide with the thinking of moral education disciplines, deeply excavate and refine the moral education resources contained in various courses. By using vivid and specific teaching carriers, the core values and professional ethics of the people's police are organically integrated into the teaching content, striving to achieve the organic combination of knowledge growth, ability improvement, and value guidance, thereby optimizing the comprehensive teaching effect.

3. The Necessity of Conducting Integrated IPE

(1) Meeting the Personalized Needs of Contemporary Police University Students
Contemporary police university students' relatively realistic attitude towards life and career pursuits pose new challenges to the traditional IPE model. They generally believe that achieving personal value through hard study, obtaining degrees, and quality employment is an important path. Therefore, the setting of police courses needs to be closely combined with the characteristics of the student group, conducting integrated IPE to achieve the effective integration of knowledge transmission and IPE, thereby achieving the educational goal of synergistic education.

(2) The Era Appeal of Combining Explicit Education with Implicit Education
In the Internet era, the enhancement of college students' information technology application ability makes it easier for them to obtain information. However, the complexity of the network environment also makes them face the impact of multiple values. The university stage is the key period for students to form political ideals, concepts, and emotions. As an important base for cultivating the political quality of police, police colleges should attach great importance to the implementation of IPE. Explicit education usually manifests as teaching purposes, educational carriers, and educational achievements that can be intuitively qualitative or quantitative, while implicit education mainly manifests in invisible culture and campus environments. Given the current situation of police university students' low enthusiasm for participating in IPE classrooms, we need to, on the basis of explicit education, give full play to the function of implicit education. Through the design of the teaching environment and the teaching of teachers by words and deeds, we should guide students to correctly face online public opinion and social hot spots, correctly view current affairs hot issues, enhance political sensitivity and discrimination, and shape the correct three views in the "unity of knowledge and action," thereby optimizing the effect of IPE.

(3) The Need for the Cultivation Positioning of Modern and Compound Policing Talents
Public security organs have distinct class attributes. In the talent cultivation process, loyalty education must always be placed at the core. Although police colleges have achieved certain results in the theory and practice exploration of loyalty education, the general textbooks and teaching outlines currently used in the ideological and political theory courses of police colleges are highly identical to those of ordinary colleges and universities, failing to fully highlight the uniqueness of police colleges. In the broad field of work of public security organs,

the outstanding figures and typical deeds accumulated and cultivated in the practice of criminal justice and public security administrative management constitute extremely precious moral education resources. However, these resources have not yet formed systematic integration and efficient use in the ideological and political theory courses of police colleges. The implementation of integrated IPE teaching strategies aims to encourage teachers to flexibly integrate these vivid cases into daily teaching, using the teaching of professional knowledge as a medium, simultaneously improving students' police professional awareness and professional ethics, and simultaneously forming the distinctive characteristics and brand effect of police colleges in ideological and political work.

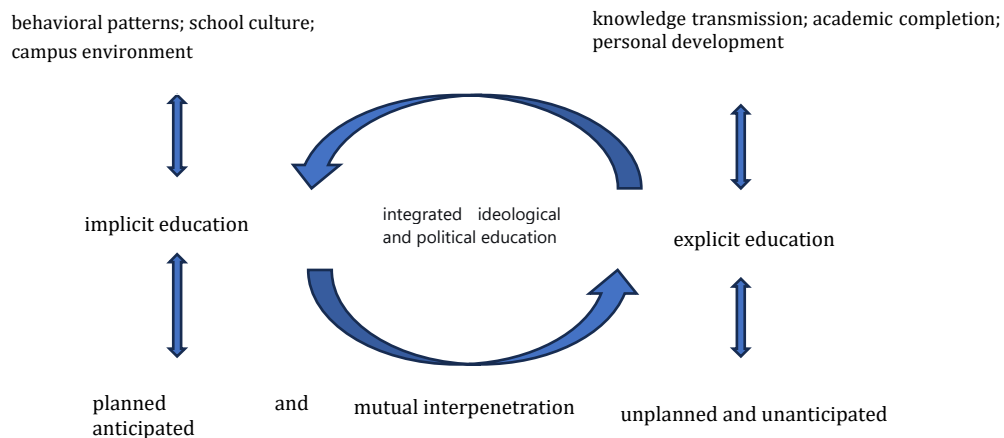


Fig 1. Explicit and Implicit Education in Integrated Ideological and Political Education

Given that graduates of police colleges mainly serve in grassroots management positions such as administrative law enforcement, the core task of these positions lies in carrying out the ideological and legal work of the masses. Police graduates must possess a high level of political literacy and profound ideological consciousness. To this end, the cultivation of public security management talents should strengthen the implementation of integrated IPE, clearly reflecting the new educational concept in the teaching outline, and simultaneously formulating a teaching plan closely connected to the training goals of public security management talents, to enhance the ability and quality of graduates in ideological work, enabling them to better adapt to and be competent for future public security management work.

4. The Practical Dilemma Faced by Integrated IPE

(1) **The Broadness of IPE Concepts and the Non-Operability of Training Goals**
From the perspective of actual work in grassroots public security organs, achieving the training goal of "applied professionals competent in comprehensive management positions in public security organs" faces significant challenges. Due to the breadth of business services and the diversity of support work, comprehensive management positions put forward highly complex and diversified requirements for the knowledge, ability, and quality structure of undergraduate graduates. However, the current curriculum system of police colleges has significant deficiencies in the comprehensive quality of cultivating compound applied talents. Especially in curriculum education, its concept is too broad, goals are too many, frameworks are too large, and implementation strategies lack planning and operability, unable to effectively meet the actual needs of public security work for talents [4].

(2) **The Absence of Professional Spirit Education and Its Impact**
Although police colleges have long emphasized the importance of IPE, there is an obvious

deficiency in professional spirit education. Although integrated IPE plays a key role in shaping the loyal police soul, neither separated IPE nor integrated IPE has given sufficient attention to the level of professional spirit shaping [5]. Comprehensive management positions in public security have unique requirements for professional spirit. However, the current training models mostly rely on the core values of political and legal cadres, failing to clearly define the specific professional spirit required for comprehensive management positions. This, to a certain extent, restricts the comprehensive cultivation of students' police professional spirit.

(3) The Homogenization of Talent Cultivation and the Fading of Public Security Practical Characteristics

The talent cultivation plans of current police colleges are mostly formulated based on traditional standards and the experience of similar colleges, leading to a severe homogenization phenomenon in talent cultivation plans, lacking distinctive characteristics. Meanwhile, the synergistic effect between IPE elements and curriculum content has not been fully exerted, restricting the improvement of education quality. Given the differences in moral standards, humanistic literacy, and public security work characteristics among various provinces, if more localized moral elements and policing management characteristics can be integrated into the design of police courses, it will be more helpful to cultivate public security talents with both theoretical knowledge and practical ability, thereby better meeting the actual needs of public security work.

(4) The Lack of Practical Teachers and the Limitations of IPE Practice Effects

With the expansion of university enrollment and the continuous expansion of functions, the teaching tasks of teachers in police colleges are increasing, and the time for practical exercise is limited, making it difficult to deeply participate in grassroots public security work. Although part-time instructors dispatched by grassroots levels can undertake part of the teaching tasks, due to the limitations of time, funds, and incentive mechanisms, their teaching quality and the implementation effect of IPE are difficult to guarantee. Although in theory, teachers in police colleges can go to grassroots public security organs for practical exercise, and grassroots instructors can undertake part of the teaching tasks, the actual effect is not ideal, especially the additional effect in IPE is even more limited. Therefore, strengthening the cultivation and introduction of practical teachers and improving the effect of IPE practical teaching have become urgent problems to be solved in current police colleges.

5. The Construction Path of Integrated IPE

(1) Constructing an "Integrated IPE Architecture of 'One Body, Two Sides, and Three Supports'"

When formulating IPE teaching guidelines, police colleges must clearly define the value education content corresponding to police courses, revise teaching documents accordingly, and build a scientific and integrated IPE teaching architecture, precisely exerting force on the characteristics of the content of each course.

1. Refined Revision of Teaching Syllabus and Lesson Plans. When formulating or revising the teaching syllabus, police colleges should not only clarify the goals of knowledge transmission and skill cultivation but also add the goals of emotional education and moral cultivation. When writing lesson plans and explaining courses, teachers should naturally integrate IPE content into the courses, making it complementary to subject knowledge. For example, when explaining the chapter of "State Regime Organization Form" in the Introduction to Political Science course, teachers should compare and analyze the parliamentary republic system, presidential republic system of Western bourgeois countries, and the People's Congress system of our country, deeply analyzing the diverse factors behind different political system choices, including their diversity, autonomy, flexibility, and variability. At the same time,

combined with current hot spots, guide students to profoundly recognize the superiority of our country's basic political system, thereby strengthening their confidence in the path of socialism with Chinese characteristics.

2. Constructing a Collaborative Education Mechanism between Curriculum Modules. As an interdisciplinary subject of administrative management and law, the teaching content of police courses covers the core content of various disciplines of management and law. In the process of promoting integrated curriculum IPE, various curriculum modules should form a collaborative education mechanism and jointly play the educational function [6]. By mutually supplementing and supporting between different curriculum modules, enhance the systematicness and integrity of curriculum IPE, ensuring that IPE can run through the entire police course system, achieving the deep integration and mutual promotion of knowledge transmission and IPE. Based on the content and characteristics of police courses, promote the optimization combination of integrated IPE elements, and construct a collaborative IPE system of "One Body, Two Sides, and Three Supports," that is, taking the public security basic discipline as the body, taking "Internal Management of Public Security" and "External Management of Public Security" as two sides, and taking "Ideological and Political Elements," "Professional Theoretical Knowledge," and "Public Security Practical Cases" as supports.

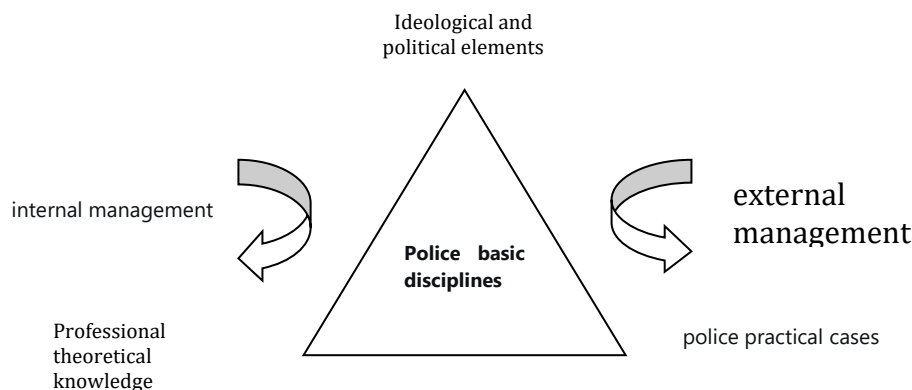


Fig 2. The “One Entity, Two Aspects, Three Supports” Framework of Integrated Ideological and Political Education

3. Paying Attention to the Differences and Uniqueness of Different Courses. In the practice of promoting integrated IPE, we should attach great importance to and adhere to the unique discipline and professional characteristics of each course, which is the key to ensuring the effective integration of standardized and personalized education strategies. Given the uniqueness of each course in its research object, field, and method, they occupy an indispensable position in the talent cultivation system. The teaching of professional knowledge emphasizes rigorous logical reasoning and theoretical derivation, while IPE courses focus on the "guiding" shaping of values, showing obvious differences in teaching goals and methods. Therefore, in the process of deepening the teaching reform of integrated IPE, we must deeply explore and accurately grasp the unique attributes of each course, find its effective integration point with IPE, so as to strengthen IPE while ensuring that the core function of each course in professional knowledge teaching is not weakened.

(2) Refined Selection and Compilation of Integrated IPE Teaching Materials

In the process of selecting teaching materials for police courses, we must strictly follow the standards of the public security discipline system and comprehensively integrate the educational concept of integrated IPE. To ensure the high quality and applicability of teaching materials, we should form a special team composed of professional teachers, combine the unique cultural concepts of the school and the spiritual core of local public security practice,

and compile targeted course materials [7]. Meanwhile, it is necessary to construct a rigorous and systematic teaching material selection and review mechanism, using the concept and practice of integrated IPE as the key indicators of teaching material quality evaluation, ensuring that the selected teaching materials can fully meet the teaching needs of police courses. In the teaching material review link, widely invite experts and scholars in the same field from other police colleges to participate, through their professional opinions and suggestions, ensuring that the content of the selected teaching materials not only conforms to the standards of the public security discipline system but also can fully reflect the educational concept of integrated IPE. Furthermore, by establishing a teaching material alliance for IPE in police colleges, promoting exchanges and cooperation between colleges, and jointly promoting the overall improvement of the quality of the IPE link in police subject courses. By regularly holding activities such as "Integration of Ideological and Teaching Teaching Competitions," we can discover excellent IPE cases and provide solid academic support for the IPE work of police subject disciplines. This measure is not only helpful to improve the teaching quality of police courses but also helpful to cultivate more public security talents with high ideological and political consciousness and professional literacy.

(3) Strategic Adjustment and Optimization of IPE Teaching Methods

In the process of implementing the concept of integrated IPE and promoting educational and teaching reform, flexibly adjusting IPE teaching management methods appears particularly important. To strengthen classroom teaching management and ensure substantial results, strategic adjustments and optimizations are needed from the following aspects:

1. Strategic Optimization of Curriculum Design. Through systematic sampling surveys and in-depth interviews, comprehensively understand the learning needs and feedback of police university students, deeply study the key issues in the reform of integrated IPE teaching, and clarify specific work goals, requirements, steps, and guarantee measures. Meanwhile, construct a comprehensive and scientific curriculum evaluation index system, covering multiple dimensions such as class satisfaction, IPE element coverage, and student feedback, and incorporate integrated IPE related content into the teaching quality monitoring system, to achieve the continuous improvement of teaching quality [8].

2. Comprehensive Evaluation of Teaching Methods. Teaching methods such as lecturing, discussion, and case teaching each have their own advantages and limitations. In the process of promoting teaching reform, teaching methods should be flexibly selected according to the characteristics of the course and the specific needs of the chapters. The lecturing method is suitable for systematically imparting knowledge and training logical thinking ability; the discussion method helps to stimulate students' participation and depth of thinking but needs to consider the differences in students' knowledge reserves; the case teaching method can start from public security practice and guide students to link theory with practice. Therefore, teachers should combine the actual situation of IPE courses and the characteristics of students to select the most suitable teaching methods to improve the overall teaching quality[9].

(4) Refined Classification of Disciplines in Police Colleges to Achieve the "Integration of Explicit and Implicit" Ideological and Political Education

In the context of academic research, the disciplinary system is typically divided into two major branches: the humanities and social sciences, and the natural sciences. Correspondingly, the education system for public security should also be subdivided into two branches: Public Security Humanities and Public Security Technology. Public Security Humanities disciplines play a crucial role in establishing the foundation of students' worldviews, outlooks on life, and values. Specifically, the discipline of Marxist Theory, as the core component of philosophy and social sciences, not only undertakes the educational task of laying the foundation for students' "Three Views" but also shoulders the important responsibility of promoting and inheriting the Marxist ideology. Meanwhile, although Public Security Technology disciplines primarily focus

on the exploration and research of technology, they also contain rich "value elements." These value elements are not directly visible; instead, they gradually emerge during the deepening of technological research and the process of practical application. For instance, the positive social impact of technological achievements and the honor and material well-being brought by technological innovation all demonstrate the explicit, practical-oriented ideological and political value. At the level of implicit education, majors in Marxist Theory and Ideological and Political Education, as well as the Ideological and Political Theory courses serving as general education, are dedicated to ideological and political education by fostering a strong cultural atmosphere, with the mission of cultivating students' profound humanistic feelings. Relatively speaking, the ideological and political education in Public Security Technology courses focuses more on explicit education. However, the humanistic value and ideological and educational significance contained therein are equally cannot be overlooked. Therefore, to promote the harmonious development of Public Security Humanities and technology disciplines, it is necessary to achieve an effective combination of explicit and implicit education. This will further optimize the resource allocation for "integrated ideological and political" education in public security and construct a comprehensive and efficient talent cultivation system [10].

The aforementioned four practical measures of integrated ideological and political education collectively form a complete system characterized by strong complementarity and high integration. The core architecture of this system revolves around integrated ideological and political teaching. It uses teaching materials that closely align with the practical and actual combat needs of public security education as the main carrier for practical application and relies on scientific and rigorous ideological and political teaching management methods as a solid support to ensure the orderly conduct of teaching activities. The refined classification of public security disciplines provides clear directional guidance for this system, ensuring the deep integration of ideological and political education with public security disciplines. A comprehensive and systematic ideological and political framework actively strengthens the reform of integrated ideological and political education, significantly enhancing the systematicness, continuity, and consistency of ideological and political education in police colleges. This makes the content of ideological and political education closer to the actual combat needs of public security and ultimately improves the educational effectiveness.

6. Conclusion

Standing at the new era of education, University M adheres to the new concept of public security education "Soul-shaping precedes form-shaping." Based on a thorough study of the political, humanistic, and scientific attributes contained in integrated ideological and political education, the university continuously deepens the optimization and innovation of the ideological and political teaching model, dedicating itself to the improvement and enhancement of teaching methods. By promoting a model of ideological and political education involving full participation and running through the entire process, it constantly drives the structural transformation from segregated ideological and political education to integrated ideological and political education. This promotes the innovation and development of the concept of ideological and political education, better implements the educational policy of "cultivating talents for the Party and the country," meets the intrinsic needs of cultivating modern compound applied public security talents, exerts the think tank function of police colleges, and grasps the initiative in public security education work in the new era.

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