

On Inquiry-based Teaching Method of Civil Law Course for Public Security

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Abstract: With the promulgation of civil code in our country,civil law has become an important part of public security education. However,the traditional teaching methods are often unable to meet the needs of public security in civil law education.Therefore,inquiry-based teaching method has become an effective teaching method.Inquiry-based teaching method emphasizes that students solve practical problems under the guidance of teachers through independent inquiry and cooperative learning.This teaching method is helpful to stimulate students'learning interest,improve students'independent learning ability and problem-solving ability. Therefore,inquiry-based teaching method has important application value in the civil law course of public security.

Keywords: Public Security;Civil Law Courses;Inquiry-based Teaching

Civil law course,as a basic compulsory course in the personnel training program of public security,is also the basis for learning commercial law such as economic law and mercantile law,and plays an important integration role in the study of other legal disciplines. Its related knowledge concepts are particularly important for cultivating the legal thinking of public security undergraduates.Based on the importance of civil law study under the background of the Civil Code of the People's Republic of China,it is urgent to reform the teaching contents and teaching methods of civil law courses especially in Police college to cultivate application-oriented,innovative and high-quality professionals who can meet the needs of the society under the rule of law according to the actual situation of public security work in the new era.Through the research and practice of the Inquiry-based teaching method of the civil law course of public security,it can better adapt to the training needs of applied police talents under the background of comprehensively governing the country by law.

1. Overview of Civil Law Courses for Public Security

The Civil law course of public security aims to train students to have a solid theoretical foundation and practical ability of civil law,so that they can skillfully use legal knowledge in public security work,maintain social and economic order,and protect the legitimate rights and interests of the people.The civil law course of public security also focuses on cultivating students'moral quality and professional ethics.By studying civil law courses,students can better establish correct values and the concept of rule of law,and lay a solid ideological foundation for performing their duties in public security work and serving the people in the future.

The main purpose of offering civil law courses for public security is to train students to master basic theoretical knowledge and practical skills of civil law,so that students can understand and master the laws and regulations of the state in the civil field,and improve their ability and level of dealing with civil legal issues in public security law enforcement work.Students should be trained to master the basic theory,basic system and basic norms of civil law.Students should be trained to have the ability to analyze and solve civil legal problems.Students should be trained to abide by professional ethics and professional discipline and establish the awareness of administration according to law.And students should be trained to have certain interpersonal communication,coordination and problem-solving skills.

2. Analysis on the Present Situation of Civil Law Course Teaching in Public Security

With the promulgation of the Civil Code of the People's Republic of China in 2020,the teaching content of civil law courses has been continuously enriched and the theoretical system has been further improved,but there are still certain deficiencies and problems in the actual teaching process of public security.It is mainly manifested in the following aspects:

2.1 Lack of hierarchy in the teaching content

Since the civil law curriculum is characterized by complex content, the arrangement of teaching content should not only include the essence of the curriculum, but also adapt to the "professional" requirements of the people's police. In view of the practical differences in the total number of discipline hours of civil law between public security and the general law, the level of teaching content should be divided in the teaching process.

2.2 Simple teaching method cannot meet the needs of students

At present, many teachers still adopt the traditional teaching method, that is, the old teaching method is teacher-centered, teachers mainly teach knowledge points in the classroom, and students learn passively, which makes students' enthusiasm and initiative in learning poor, and can not adapt to the new needs of students.

2.3 The practical teaching is not deep enough

At present, the practical teaching of civil law course is mainly the way of introducing case discussion in the course of classroom teaching. However, as a very practical subject, the practical teaching of civil law cannot only be reflected in classroom teaching, but also have various forms, such as the second classroom.

Curriculum is the core element of talent training, and the reform of teaching methods is also the work that embodies the concept of student development as the center. Without good teaching methods, it is difficult to achieve the goal of talent training. Therefore, it is imperative to study and practice the inquiry-based teaching method of civil law course in public security.

3. Practice of Inquiry-based Teaching Method in Civil Law Course of Public Security

3.1 The connotation of inquiry-based teaching method

Inquiry-based teaching method is a student-centered, student self-exploration, teacher-guided and student self-participation teaching mode. The inquiry-based teaching method emphasizes students' independent learning and active inquiry, takes students as the center, emphasizes students' participation, interaction and practice, and aims at cultivating students' innovative spirit and practical ability. The inquiry-based teaching method of civil law curriculum for public security is an attempt and innovation in the reform of civil law curriculum education and teaching. The teaching reform of civil law course for public security should take inquiry-based teaching method as the core, and aim at improving students' legal accomplishment and law enforcement ability. The guiding role of teachers should be emphasized. Teachers should give full play to their professional advantages in the civil law course of public security, and guide students to deeply study the hot and difficult issues in the field of civil law.

As a teaching mode that emphasizes students' main position and stimulates students' active learning, inquiry-based teaching method has been applied and practiced in civil law curriculum. This paper will deeply discuss the practice of inquiry-based teaching method of civil law course for public security, in order to provide useful reference for improving the teaching quality of civil law course for public security.

3.2 The characteristics of inquiry-based teaching method in civil law course of public security

The inquiry-based teaching method of the civil law course of public security emphasizes the principal position of students, and puts students' active exploration and independent learning in the first place. Firmly establishing the "student-centered" teaching concept and applying inquiry-based teaching in the classroom will help improve students' scientific inquiry ability and innovation ability, improve students' teamwork ability, enhance students' awareness of independent learning, exert students' learning initiative, exercise students' legal thinking, and focus on problems, and improve students' participation and learning effect through interaction, which emphasizes the interaction between teachers and students, and between students and students with problems as the core. Through the implementation of inquiry-based teaching method, the teaching quality of civil law courses for public security can be improved, and more public security talents with solid legal literacy and practical application ability can be trained.

3.3 Implementation of inquiry-based teaching method in civil law course of public security

In the civil law course of public security, the implementation of inquiry-based teaching method is of great significance to improve students' legal literacy and practical ability. This teaching method takes students as the main body and encourages them to actively explore, discover, analyze and solve problems, so as to cultivate students' innovative spirit and practical ability. According to the teaching content, teachers should create problem situations to guide students to ask questions and stimulate students' interest in inquiry.

Firstly, optimize the teaching content of civil law courses. It is necessary to improve the teaching concept of teachers and closely

relate to social phenomena and the practice of public security work. These contents are often related to the administrative law system and the criminal law system, so particular attention should be paid to the connection with the courses of administrative law and criminal law.

Secondly, improve teaching methods and enrich teaching means. Firmly establishing the "student-centered" teaching concept and applying inquiry-based teaching in the classroom can help improve students' scientific inquiry ability and innovation ability, improve students' teamwork ability, enhance students' awareness of independent learning, exert students' learning initiative, exercise students' legal thinking, and enhance students' critical thinking ability and expression ability.

Thirdly, strengthen the effectiveness of practical teaching. In combination with judicial practice, practical activities such as legal clinic and moot court are carried out to combine theoretical knowledge with practical teaching application, improve students' ability to find and solve problems, and cultivate students' ability of innovation and entrepreneurship.

In the process of guiding students to explore, teachers should pay attention to cultivating students' independent thinking ability and encourage students to put forward their own opinions. To strengthen the effectiveness of practical teaching, teachers can divide students into groups, let students solve problems together through discussion and communication, combine theoretical knowledge with practical application, and cultivate students' cooperative spirit and team spirit. In addition, it is necessary to timely feedback and evaluation of students' learning, and guide students to adjust their learning methods to improve the learning effect.

4. Conclusion

The inquiry-based teaching method of civil law course of public security is a student-centered, problem-oriented, interactive and practical teaching mode. It focuses on cultivating students' practical ability and innovative spirit. Through case analysis, group discussion, field trip and other teaching means, students are encouraged to give play to their imagination and creativity to cultivate their independent thinking and critical thinking ability. Students learn and master the knowledge of civil law and improve their ability to analyze and solve problems in practice. Through the implementation of inquiry-based teaching method, it can improve students' legal literacy and law enforcement ability, and train more excellent professionals for public security work.

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