

A Discussion on Police-College Police-Oriented English Teaching From the Perspective of “Teaching-Competition Integration”

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Abstract: As a new educational model that can effectively stimulate students' enthusiasm, “teaching-competition integration” has gained wide attention and recognition in contemporary universities. College English translation teaching should be guided by student demands, actively explore the application of “teaching-competition integration”, and promote its effective implementation in teaching practice. Starting from analyzing the application significance of “teaching-competition integration” in college English teaching of police colleges, this paper studies the current status of college English teaching in police colleges, discusses implementation strategies for college English teaching from the perspective of “teaching-competition integration”, and provides theoretical and practical support for the reform and development of English teaching in police colleges.

Keywords: Teaching-competition integration; Police-oriented colleges and universities; English teaching

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1. Introduction

In recent years, teaching-competition integration has increasingly become a high-frequency term in college English teaching reform. Judging from practical explorations in universities, integrating English subject competitions into daily teaching, stimulating learning motivation through competitions, testing teaching effectiveness and promoting competence transformation, and innovating the concept of “extending classrooms to competition arenas and verifying classroom outcomes via competitions” have explored a “classroom-competition-practice” talent-training model in college English teaching.

2. Significance of “Teaching-Competition Integration” in English teaching of police colleges

In recent years, with the deepening of higher police-education reform, “teaching-competition integration”

has become an important breakthrough point for improving the quality of police-talent cultivation. “Teaching-competition integration” helps police-oriented colleges and universities shift from “theory-oriented” to “skill-oriented” and “combat-oriented”, fully mobilizes students’ practical operational capabilities, and promotes the reform and development of police education.

2.1. Improve teachers’ English teaching competence and stimulate university reform vitality

“Teaching-competition integration” helps improve students’ learning ability. During competitions, teachers can effectively deliver knowledge learned in classrooms, allowing students to explore classroom teaching objectives in real-world scenarios. Good student performance in competitions proves that teachers’ teaching methods are valid. Sound teaching methods help students understand and apply English knowledge and skills. On the contrary, if students achieve poor results, teachers should reflect on teaching problems, improve teaching procedures, adjust teaching methods, and update teaching contents to grasp teaching priorities ^[1].

College English teaching in universities features distinct theoretical, professional and research-oriented attributes, which lay a foundation for building English teaching systems. “Teaching-competition integration” preserves the merits of theoretical courses while emphasizing the implementation of applied and skill-oriented courses. It strengthens the comprehensiveness and practicality of college English teaching and enables students to apply acquired English knowledge to real-life situations.

2.2. Improve students’ practical ability and forge team-work spirit

“Teaching-competition integration” enhances students’ practical operational capabilities. Students can apply experience gained from English speech, writing, translation and other contests to their future jobs. In addition, subject competitions contain knowledge not covered in regular courses. Based on personal real-world conditions and interests, students can explore extracurricular knowledge independently by consulting relevant materials, reading books and watching video lectures to expand their knowledge reserves and further optimize their knowledge structure ^[2].

“Teaching-competition integration” fosters students’ team awareness and cooperative skills. English competitions generally include team-based events and individual events. In team contests, individual strengths are combined. Before competitions, participants communicate thoroughly and conduct in-depth discussions on problems arising in the contest and exchange opinions. During competitions, team members divide work and cooperate by playing to their respective strengths. When disagreements emerge, members take the initiative to communicate and learn from each other. Team-work enables students to recognize the importance and significance of collective activities through practical experience and lays a solid foundation for better cooperation with colleagues in future work.

2.3. “Teaching-Competition Integration” promotes coordinated development of industry and education

“Teaching-competition integration” acts as a special bond connecting English with various industries. Various competitions are designed according to the development demands of different professions. For instance, the National Police-College Foreign-Related Police Competence Competition is a key event focused on improving practical foreign-related police skills and professional literacy of police-college students. It adheres to the philosophy of “promoting learning via competitions and boosting training via contests” to cultivate

high-quality police personnel who master domestic laws, are familiar with international rules, and possess cross-cultural communication competence, multilingual application ability and emergency-response capacity. Through theoretical tests, foreign-language competence assessments and scenario-simulation practical exercises, the competition meets practical combat demands, promotes the sharing of teaching resources (such as high-quality classrooms and practical-training bases) among police colleges, and pushes forward the construction of foreign-related police-studies disciplines and optimization of teaching staff.

3. Current status of teaching-competition integration in police colleges

Judging from current practices in police colleges, the “teaching-competition integration” model shows positive exploratory momentum while exposing many urgent-to-solve problems.

First, the competition system has taken initial shape with expanding coverage. Some competitions establish in-depth connections with the National Police-College Science-and-Technology Application Innovation Competition, College Students’ Innovation and Entrepreneurship Competition and others. The integrated teaching model of “teaching-learning-training-combat-competition” has gained general recognition ^[3]. Taking part in competitions prompts teachers to reflect on drawbacks of traditional knowledge-indoctrination teaching modes. They proactively adjust teaching contents and methods and increase the proportion of case deduction, scenario simulation and confrontational training. After participating in competitions, students show markedly enhanced learning initiative and practical-combat awareness, and their team-work competence, on-site adaptability, and standardized law-enforcement capability improve through targeted training.

Second, initial progress has been achieved in policy and mechanism exploration. Some police colleges lay down provisions for competition project approval, fund guarantee and incentives for teachers and students. They try to implement “competition-credit replacement”, allowing students to replace partial practical-course credits with competition achievements, or including competition guidance in teachers’ teaching-reward calculation, so as to provide institutional guarantee for teaching-competition integration.

Despite such progress, the overall depth and systematicness of teaching-competition integration in police colleges remain insufficient, with the following common dilemmas:

- (1) Teaching-competition integration in police colleges is generally in an exploratory phase of transition from “superficial combination” toward “substantial integration”. It features advanced concepts yet lagging systems, achievements in selected spots yet uneven overall implementation, and benefits for a small number while most students remain as onlookers. How to expand student coverage and build a normalized teaching-competition integration ecosystem while maintaining police-education characteristics remains a core task for the next stage. In many colleges, competition activities still follow the mode of “selecting top students and intensive pre-competition training”, and are severely disconnected from regular classroom teaching. Competitions become bonus items only for elite minority students. Syllabuses, teaching plans, and assessment systems barely contain systematic design for competition-related elements, so most students have no access to or sense of such activities. Teachers stick to textbook-centered lecturing in regular classes and only organize temporary group training before contests. There is no substantial content sharing or procedural connection between teaching and competitions.
- (2) A mismatch exists between competition content and real police-combat demands. Some competition

events place excessive stress on theoretical quizzes or procedural operations, lacking complex confrontation and uncertainty tests under real police-incident backgrounds, with low simulation and practical-combat restoration degrees. Certain cybersecurity competitions directly adopt competition systems for general universities and fail to fully reflect police professional characteristics such as integrated police cyber-crime investigation, electronic-evidence fixation and legal-document drafting. Police-skill contests sometimes overemphasize ornamental value and technical difficulty and can hardly assess standardized law enforcement, safety protection and on-site adaptability, resulting in limited transfer effects of competitions toward practical-combat capabilities.

- (3) Teaching staff's guiding competence needs urgent improvement. Modern police competitions are mostly comprehensive events. Instructors are required to be proficient in foreign languages for reading foreign documents as well as practical police-business knowledge. Competition instructors need to devote plenty of spare time to scheme design, technical research and closed-door training. However, traditional foreign-language teachers suffer from insufficient interdisciplinary integration capacity and lack front-line practical-combat experience. When facing high-level international competitions close to practical-training scenarios, their guiding competence becomes inadequate and cannot effectively support integrated teaching.

A contradiction between individual-case practice and systematic construction exists in teaching-competition integration.

First, benefit coverage may be narrow: high-level competitions mostly involve a small group of "top students". How to let more students gain benefits constitutes an urgent problem. Second, long-term mechanisms remain imperfect: supporting institutions have not formed stable, systematic, and sustainable operational systems. Practices tend to be fragmented, short-term and superficial. For example, school-bureau cooperation and research-achievement transformation lack normalized mechanisms, leading to disconnection of the "teaching-training-combat" chain and poor research-transformation outcomes.

4. English teaching strategies for police-oriented colleges from the perspective of "Teaching-Competition Integration"

4.1. Construct an English teaching system for police-oriented colleges

In English teaching in police colleges, teaching-competition integration is not simply treating competitions as extracurricular activities, but systematically embedding its concepts and mechanisms into the whole teaching process. Its core logic lies in using high competition standards to push forward teaching reform and relying on solid teaching foundations to support competition performance, so as to form a virtuous cycle of "promoting teaching via competitions and integrating teaching with contests". The construction and implementation of this teaching system fit the school-running features of police colleges and practical requirements of police posts, and ultimately serve the goal of cultivating compound foreign-related police talents "proficient in foreign languages, well-versed in specialties and capable of practical combat"^[4].

4.2. Implement the "Teaching-Competition Integration" English teaching model

First of all, in English-skill competitions, teachers shall deeply analyze and grasp the rules, content, and scoring criteria of various contests and effectively integrate competition elements into classroom teaching. Teachers shall reasonably arrange competition contents in accordance with Curriculum-Standard requirements

and students' actual English-translation competence. For example, in college-English courses, teachers organize vocabulary contests, grammar contests and other activities to test students' comprehension of learned knowledge ^[5]. To improve students' comprehensive English proficiency, teachers may adopt diversified forms such as speech contests and writing competitions to enhance students' knowledge-application capacity ^[6]. Secondly, before competitions, teachers shall provide guidance and training for students to help them master competition procedures, rules and relevant skills. During competitions, teachers keep track of students' performance and contest progress, deliver timely feedback and guidance, and assist students in identifying and solving problems. After competitions, teachers shall reflect on contest outcomes, convert competition results into learning resources, improve classroom teaching and continuously raise the quality of college-English classroom instruction. Thirdly, to build a sound competition atmosphere, teachers organize diversified police-oriented English-skill contests in classrooms to offer students more opportunities for self-display and mutual learning, foster students' competitive awareness and team spirit, promote communication and integration across grades and majors, and lift the overall English competence of college students ^[7].

4.3. Optimize teaching contents based on competition resources

On the one hand, teachers shall conduct in-depth research on competition questions, scoring criteria, and award settings, understand students' real-world demands for English skills, and define new development directions for English-translation teaching. In teaching practice, teachers shall systematically sort out and optimize course contents based on competition resources and achievements. For instance, targeting frequently-examined knowledge such as police-oriented oral English and cross-cultural communication in competitions, teachers shall set up relevant real-world scenarios and let students truly experience practical English application in class. On the other hand, teachers shall make full use of competition feedback systems to collect and analyze students' feedback information, identify difficulties and puzzles encountered by students in contests, and conduct targeted lecturing and practical training for relevant knowledge points in class. Competition-related materials collected by teachers help optimize curriculum design, improve teaching pertinence and effectiveness, arouse students' learning interest and enthusiasm, and make students perceive competition atmosphere and challenges in regular courses ^[8].

4.4. Increase practical-teaching sessions

4.4.1. Build intelligent teaching resource library

Adopt AI technologies to collect high-quality global English-learning materials such as online courses, e-books, videos and interactive exercises to build an intelligent teaching-resource library. The library can actively push suitable courses for students and set learning paths according to learners' academic records, interests and competence levels so as to realize personalized teaching. Teachers shall actively explore and apply cutting-edge educational technologies including Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR). Encourage teachers and learners to jointly develop and share resources and realize timely updates ^[9].

4.4.2. Optimize teaching plans and talent-training programs

Teachers combine competitions with practical applications and increase the proportion of practical courses such as oral-communication training, writing drills and practical application. Set up competition-related activities such as English debates and knowledge contests to provide students with sufficient practice

opportunities, enabling students to give full play to their strengths in competitions. Teachers adopt project-based learning to guide students to conduct research, discussion and presentations on specific competition themes or projects. Students consolidate grammar, vocabulary and expressive skills in training processes, achieve deeper understanding and command of English knowledge, and improve their ability to apply learned skills in work and daily life ^[10].

4.4.3. Actively develop English clubs

Universities may build open learning communities by means of social-media platforms, forums and cloud-collaboration workspaces, such as drama clubs and debate clubs, to construct immersive language environments, arouse students' strong interest in English learning and improve their practical English-application competence. English clubs can simulate United Nations conferences. By participating in contest-style activities, students can improve both their English expressive competence and psychological stress-resistance capacity, achieving all-round improvement in personal English proficiency.

5. Conclusion

In English teaching of police colleges, teaching-competition integration is not simply treating competitions as extracurricular activities, but systematically embedding its concepts and mechanisms into the whole teaching process. Its core logic lies in: reforming feedback teaching with high standards set by competitions, supporting competition performance with solid teaching foundations, and forming a virtuous cycle of “promoting learning via competitions and strengthening contests through teaching”. It ultimately serves the goal of cultivating compound foreign-related police talents “proficient in foreign languages, well-versed in specialties and capable of practical combat”, and delivers internationally-competitive police talents for China's participation in global security governance.

Disclosure statement

The author declares no conflict of interest.

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