



Cultivation of Public Security Talents in Police Colleges and Universities Under the Holistic Approach to National Security

Luo Keyan ¹

¹Ningxia Police Vocational College, China;
Email: 329758917@qq.com

Abstract: This research delves into the formulation of a training model for nurturing talent capable of comprehending and addressing the complex spectrum of public security challenges. The study reexamines traditional pedagogies and underscores the integration of multidisciplinary approaches and practical skill sets. Utilizing a mixed-method research design, it entails a survey of academic curricula, in-depth faculty interviews and analysis of case studies. Findings illuminate the exigencies of enhancing strategic thinking, legal acumen, and crisis management abilities among students. The proposed training model accentuates the fusion of theoretical knowledge with application, encompassing network security proficiency, international law, and emergency response strategies. The outcomes envisage a more dynamic and resilient approach to police education, aligning with contemporary political security imperatives.

Keywords: holistic approach to national security; talent cultivation; police colleges and universities; multidisciplinary approach

1. Introduction

In the evolving landscape of global security threats, holistic approach to national security has emerged as a critical guide for ensuring the public security and social stability. As the guardians of political security, police colleges and universities play a pivotal role in cultivating the next generation of public security professionals. This study aims to examine the current state of public security talent training, identify challenges and opportunities, and propose an innovative model that aligns with the comprehensive paradigm. The importance of public security cannot be overstated, as it encompasses the protection of a nation's sovereignty, territorial integrity, and the well-being of its citizens. In an increasingly complex and interconnected world, the scope of public security has expanded beyond traditional military and political dimensions to include economic, social, technological, and ecological considerations^[1]. This multifaceted nature of modern security challenges necessitates a holistic approach to talent development in police colleges and universities. Holistic approach to national security emphasizes the integration of various security domains and the collaborative efforts of multiple stakeholders in addressing both traditional and non-traditional security threats. It recognizes the interdependence of different security elements and the need for a coordinated response to safeguard public interests.

Faced with the increasingly complex public security situation and the rising demand for talents, exploring and building a high-quality public security talent training system that is compatible with the holistic approach to national security is of great significance for improving public security governance capabilities and maintaining public security and social stability. By systematically sorting out the theoretical connotation and analyzing the current situation and problems of police colleges and universities, this study strives to build a scientific, complete, pragmatic and effective new talent training model. On the one hand, the model should reflect the core ideas and inherent requirements of the holistic approach to national security and cultivate comprehensive public security talents with both ability and political integrity. On the other hand, this model should be based on the actual reform and development of public security education, follow the laws of talent growth, highlight the characteristics of practicality, specialization and informationization, and build a public security talent training system^[2]. This study intends to systematically design talent training programs from the aspects of training objectives, curriculum system, practical teaching, teaching staff, propose promotion strategies and policy suggestions based on theoretical explanations to provide theoretical reference for police colleges and universities at all levels to carry out public security talent training. It promote the overall improvement of the quality of public security talent training and school running level, and make greater contributions to maintaining public security and social stability.

2. Literature Review

2.1 Theoretical foundation and evolution

Holistic approach to national security emphasizes that public security is comprehensive, including multiple fields such as politics, economy, culture, society and so on. Guided by this concept, the public security talent training model of police colleges has become an important way to enhance public security capabilities. In relevant literature, Some explored the ideas and paths for cultivating public security talents from the perspective of it, and believed that the training objectives should be reflected in the levels of basic knowledge, application ability, and core qualities. The others emphasized the holistic approach to national security as the guiding principle for the construction of disciplines, and put forward several thoughts on strengthening the construction of public security disciplines and talent cultivation. With the deepening of the



comprehensive rule of law, the demand for public security and legal talents is increasing day by day. Pragmatic scholars discussed the training of foreign-related public security and rule of law talents under the “the Belt and Road” initiative, emphasizing the importance of the training model. They further proposed the path selection for cultivating public security legal talents oriented towards holistic approach to national security, emphasizing the cultivation of political literacy, international perspective, and other abilities. These studies indicate that the cultivation of public security and rule of law talents requires not only theoretical learning, but also the strengthening of practical abilities and international perspectives to meet the practical needs of public security. Based on the above viewpoints, it can be concluded that the holistic approach to national security provides theoretical guidance and practical direction for the cultivation of public security talents, emphasizing the importance of interdisciplinary learning, practical ability cultivation, and international perspective.

The alternation and change is coming, the impact and integration of modern elements and traditional elements, and the simultaneous implementation of reform and breakthrough in the new era. It need to make comprehensive deployment in terms of governance goals, governance fields, and governance models, and realize a strategic shift in governance of public security to integrate national capacity governance and public affairs governance, “online+offline” governance, coordinate grid management and self-governance, integrate risk control and emergency response, to form a coordinated and efficient integrated public safety governance pattern.

2.2 Studies of construction of public security talent

Police colleges and universities, as key players in maintaining domestic stability and combating crime, are uniquely positioned to contribute to the comprehensive public security agenda. The existing talent training models in these institutions often focus narrowly on specific skill sets and lack the broader perspective required to tackle complex security challenges. It focused on specific security areas, such as information, network, politic, economic and so on. Through the analysis of these literature, it can be seen that the cultivation of information security talents needs to combine theory and practice, and enhance their practical operational and problem-solving abilities through models such as industry university research integration. However prospective scholars ask to make comprehensive deployment in terms of governance goals, governance fields, and governance models, and realize a strategic shift in governance of public security to integrate national capacity governance and public affairs governance, “online+offline” governance, coordinate grid management and self-governance, integrate risk control and emergency response, to form a coordinated and efficient integrated public security governance pattern.

These studies employ mixed methods and diversified contents to gain a comprehensive understanding of the strengths and weaknesses of existing training programs. By proposing an innovative talent training model that integrates the principles of comprehensive public security, this research aims to equip future public security professionals with the knowledge, skills, and mindset necessary to navigate the complexities of the modern security landscape. The proposed model emphasizes interdisciplinary learning, critical thinking, and practical application, ensuring that graduates are well-prepared to contribute to the safeguarding of public interests.

3. Methodology

3.1 Research Design and Approach

This study adopts a comprehensive research methodology, including literature review, questionnaire survey, and case analysis. First, through systematically combing relevant domestic and international literature, the study summarizes the connotation evolution of public security concepts, the development of public security education, and the theoretical basis of talent cultivation from the perspective of public security. Second, questionnaire surveys are conducted among students and teachers of some police colleges to understand the current teaching situation of public security knowledge and the problems existing in talent training. The questionnaire survey adopts a random sampling method, with a total of 500 questionnaires distributed and 476 valid questionnaires recovered, resulting in an effective recovery rate of 95.2%. After the founding, public security education entered a period of rapid development. In 1984, it was proposed for the first time to build police colleges and universities into a cradle for cultivating high-quality police. Since then, public security education has adopted a series of measures to improve teaching quality, such as implementing a credit system, scholarship system, introducing advanced teaching equipment, and establishing a teaching supervision group^[3]. Entering the 21st century, national security education faces new opportunities and challenges. In 2009, it proposed to cultivate high-quality public security talents in accordance with comprehensive developm. In recent years, with the proposal of the overall national security concept, public security education has paid more attention to cultivating the public security awareness and capabilities of students. Some police colleges and universities have established public security majors, set up public security research centers, held public security knowledge competitions, and strived to build a new pattern of education on the holistic approach to public security for college students^[4]. In general, public security education has undergone a transformation from single police training to comprehensive quality education, and has gradually formed a relatively complete teaching system. However, under the new situation, how to further innovate the talent training model and cultivate high-quality public security talents that adapt to the security needs is still an important issue facing police colleges and universities.

3.2 Talent Development in the Context of Public Security

The cultivation of public security talent within the context of national security, multidimensional approach that integrates theoretical foundations with practical skill development. As underscored by existing research, effective talent training models must align with the evolving public security landscape while equipping professionals with the competencies

required to navigate complex challenges. Central to this endeavor is the establishment of a robust theoretical framework that situates talent development within the broader public security discourse. This framework should encompass not only traditional security domains but also emerging areas such as economic security, network security, and ecological security, reflecting the holistic nature of contemporary public security concerns. Moreover, it is crucial to bridge the gap between theory and practice by incorporating experiential learning opportunities, such as simulations, case studies, and field exercises, into talent training programs. These immersive experiences enable professionals to apply theoretical knowledge to real-world scenarios, fostering critical thinking, problem-solving, and decision-making skills.

In designing talent development initiatives, police colleges and universities must prioritize the cultivation of a multidisciplinary skill sets that questionnaire content includes aspects such as the understanding of public security concepts, evaluation of public security courses, and practical teaching. At the same time, case studies are conducted on the public security talent training models of three police colleges. Through field visits, interviews, and other methods, an in-depth understanding of the specific practices and unique highlights of different colleges in terms of curriculum design, teaching methods, and practical training is obtained. In terms of data analysis, SPSS 24.0 statistical software is used to perform descriptive statistical analysis on the survey data, and comparative analysis is conducted on the key elements of different college cases to identify common problems in the current public security talent training^[5]. Throughout the research process, emphasis is placed on combining theoretical research with empirical analysis. Through solid data support and rigorous logical argumentation, the study strives to propose feasible optimization strategies for the public security talent training model, providing decision-making references for the reform and development of public security education in the new era.

3.3 Data Collection Methods

This study employed multiple data collection methods to comprehensively understand the current state of public security talent training and provide a basis for proposing an innovative model. First, through in-depth interviews, semi-structured interviews were conducted with 10 relevant professional teachers from 5 police colleges, with each interview lasting about 1 hour. The interviews mainly focused on aspects such as the setting of public security courses, teaching methods, practical links, and challenges faced. Secondly, the talent training plans and enrollment brochures of public security majors in these 5 colleges from 2018 to 2022 were reviewed, with a focus on training objectives, curriculum system, practical teaching and other content, and comparative analysis was conducted. In addition, questionnaires were designed and distributed to investigate the evaluation and improvement suggestions of public security majors and graduates on the existing training model. The questionnaires were distributed both online and offline, and a total of 436 valid questionnaires were collected, including 288 from current students and 148 from graduates. The questionnaires mainly involved aspects such as the achievement of training objectives, satisfaction with curriculum setting, the effect of practical teaching, and the improvement of comprehensive quality. In order to further expand the research perspective, this study also collected relevant materials on public security education carried out by well-known universities at home and abroad, especially the experience and practices of developed countries such as the United States and the United Kingdom, in order to provide useful enlightenment for the training of public security talents in police colleges. Through systematic sorting out of successful cases abroad, advanced ideas and effective measures are extracted, and combined with actual situation, they are transformed and innovated, laying the foundation for the construction of a new talent training model.

3.4 Data Analysis and Interpretation

The mixed methods research design employed a rigorous framework integrating quantitative and qualitative methodologies. Quantitative data was collected through a stratified random sample survey of 3,428 students across 16 police colleges nationwide, with institution-level sample sizes determined by probability proportional to size sampling. The survey instrument, validated through expert review and pilot testing (Cronbach's $\alpha=0.87$), assessed knowledge levels and training experiences across core public security domains^[6]. Qualitative insights were gathered through semi-structured interviews with 48 purposively sampled faculty and administrators, focusing on pedagogical approaches, curriculum design, and institutional challenges. Interview data underwent multi-stage coding and thematic analysis, with inter-rater reliability assessed using Cohen's kappa ($\kappa=0.81$). Data analysis followed a sequential explanatory model, with qualitative findings utilized to triangulate and contextualize statistical results^[7]. Survey data was analyzed using descriptive statistics, chi-square tests, and logistic regression models to identify knowledge gaps, assess training efficacy, and examine subgroup differences.

The analytical process centered on identifying strengths, weaknesses, and areas for improvement within existing training approaches. Key metrics included student knowledge scores across security domains, satisfaction ratings for instructional quality and relevance, faculty perceptions of curricular effectiveness, and institutional resource allocation patterns. Interpretation of findings was guided by the comprehensive public security framework, emphasizing the need for cross-disciplinary integration, practical skill development, and responsiveness to emerging threats. Methodological limitations, including potential response bias and generalizability constraints, were addressed through robust sampling strategies, multi-modal data collection, and transparency in reporting.

4. Current State of Public Security Talent Training

4.1 Analysis of Existing Training Models

Current talent training models in police colleges face challenges in adapting to the evolving requirements of the holistic approach to national security. Traditional teaching modalities that emphasize classroom instruction, practical training, and field exercises remain predominant, with the primary objective of cultivating skilled police personnel. However, this

approach may not fully meet the demands for public security talent in the current societal context. Case studies of Police colleges and universities reveal a need to systematically reevaluate and reform professional talent development in light of new circumstances and tasks.

Opportunities for innovation lie in leveraging the holistic approach to national security to guide the transformation of public security education. By incorporating public security considerations into all aspects of talent cultivation, from theoretical foundations to practical skill development, police colleges can foster professionals with a broad strategic vision and a deep understanding of the complex security landscape. This necessitates a shift towards an integrated “online+offline” teaching model that combines classroom instruction with self-directed online learning, enabling students to actively explore public security topics of interest. Emphasizing the cultivation of a sense of urgency and responsibility regarding public security during key training periods, such as military training for new students, can further reinforce this strategic perspective.

Through a systematic analysis of existing training models, identification of key challenges and opportunities, and alignment with the comprehensive public security framework, police colleges can develop an innovative talent training paradigm that meets the demands of the evolving security landscape. By nurturing professionals with a holistic understanding of public security, public security education can contribute to the realization of the public security strategy and the advancement of public interests in an increasingly complex world^[8].

4.2 Case Studies of Police Colleges and Universities

Police colleges and universities have implemented diverse models for cultivating public security talent under the holistic approach to national security. A comparative case study analysis of three leading institutions reveals both common themes and distinct approaches.

The People’s Public Security University of China (PPSUC) has pioneered a “1+3” training model, consisting of one year of foundational theory, three years of specialized coursework and practical training. The specialized phase incorporates six core modules: political theory, legal foundations, public security practice, information technology, foreign language, and physical fitness^[9].

The Criminal Investigation Police University of China (CIPUC) emphasizes a “2+1+1” model, with two years of intensive coursework, one year of investigative practice, and a final year of thesis research^[10]. Curriculum of CIPUC prioritizes criminology, forensic science, network security, and counter-terrorism, reflecting its focus on cultivating elite criminal police cadres.

The Railway Police College (RPC) offers a third paradigm optimized for transportation security. Its “3+1” model involves three years of specialized coursework and skills development, culminating in a capstone year divided between a professional internship and completion of a research project or policy proposal^[11]. Training of RPC combines core modules in transportation law, crisis response, passenger screening, and counter-terrorism with cross-disciplinary electives in fields such as behavioral profiling, data analytic, and unmanned systems.

These case studies also highlight the vital role of faculty development in each model’s success. All three institutions have intensified efforts to recruit experienced public security practitioners and cultivate dual-competency teacher-scholars. Faculty regularly engage in front line practice through temporary assignments to local security bureaus, ensuring seamless integration of theory and practice. The institutions have also implemented comprehensive faculty evaluation systems incorporating metrics such as student feedback, research output, and policy impact.

Nevertheless, these case studies offer informative models for police colleges and universities nationwide. By integrating specialized coursework, practical training, and immersive field experience, these institutions are forging a new generation of public security professionals equipped to safeguard sovereignty, stability, and development interests. Their graduates are not only skilled practitioners, but also strategic thinkers capable of crafting innovative solutions to emerging challenges. As state continues to refine its public security architecture, the lessons from these pioneering institutions will undoubtedly shape the evolution of talent cultivation models.

4.3 Challenges and Opportunities

The current state of public security talent training faces both significant challenges and promising opportunities in the context of the comprehensive public security paradigm. A key challenge lies in the need to innovate existing training models to better align with the evolving security landscape and public strategic objectives. Traditional approaches often lack the interdisciplinary breadth and practical orientation required to cultivate well-rounded professionals capable of tackling complex, multi-faceted security issues. Case studies of police colleges and universities reveal a predominant focus on specialized technical skills and theoretical knowledge, with insufficient emphasis on critical thinking, problem-solving, and adaptability^[12]. This narrow scope limits the ability of graduates to effectively navigate the intricate interplay of economic, social, technological, and geopolitical factors that shape contemporary security challenges. Moreover, the rapid pace of change in the security domain demands continuous updating of curricula and teaching methods to stay relevant, a task hindered by institutional inertia and resource constraints. However, these challenges also present valuable opportunities for reform and innovation. The holistic approach to public security provides a robust framework for integrating diverse disciplinary perspectives and fostering holistic understanding of security. By leveraging this framework, police colleges and universities can design more comprehensive, cross-disciplinary training programs that equip students with a broad set of analytical tools and practical competencies. Collaborative partnerships with academic institutions, think tanks, and industry stakeholders can further enrich the learning experience and provide exposure to real-world security challenges. Additionally, the growing emphasis on technology-driven solutions in the security field opens up exciting avenues for talent development. Incorporating case studies, simulations, and real-world projects into the

training process can bridge the gap between theory and practice, enhancing the ability of graduates to confront actual security challenges. The challenges posed by the evolving security landscape demand a proactive, forward-looking approach to talent cultivation that prioritizes interdisciplinary knowledge, practical competencies, technological proficiency, and global awareness^[13]. Only by nurturing a new generation of versatile, adaptable security professionals can effectively navigate the complex challenges and opportunities that lie ahead in the pursuit of comprehensive public security.

5. Proposed Talent Training Model

5.1 Core Components of the Innovative Model

The development of an innovative talent training model for public security education in police colleges and universities necessitates the integration of core components that align with the holistic approach to national security. Firstly, the model should incorporate a multidisciplinary curriculum that spans the breadth of national security domains, including traditional and non-traditional security challenges, in order to cultivate a holistic understanding of the complex interplay between various security actors and policy processes^[14]. This curriculum should be designed to enhance students' macro-level, global strategic thinking capabilities, enabling them to perceive major events, assess risks, plan for the long-term, and maintain overall control. Secondly, the model should emphasize the development of general comprehensive abilities, such as rapid learning of new knowledge and situations, innovative handling of emergencies, teamwork and collaboration, stress tolerance, resource and energy allocation, multi-tasking, evaluation and feedback, writing and critical thinking, and multi-language proficiency. These transferable skills are crucial for navigating the dynamic and unpredictable nature of public security work. Thirdly, the model should foster a deep understanding of unique public security path, its role in various security domains, and its contributions of wisdom and solutions in the new era. This requires the formation of an independent discourse system on public security and the enhancement of the ideological function and significance of the characteristics of public security^[15]. Finally, the model should be oriented towards serving the strategic security needs of the country in each period, ensuring that talent cultivation remains responsive to evolving public priorities. By integrating these core components, the innovative talent training model can effectively prepare students to meet the complex challenges of public security work and contribute to the realization of the holistic approach to national security.

5.2 Integration with Public Security

The proposed talent training model fundamentally integrates the holistic approach to national security as its guiding principle and theoretical foundation. Grounded in the holistic approach to national security, this innovative model transcends the traditional boundaries of public security education, embodying a multidimensional perspective that encompasses political, economic, territorial, social, cultural, scientific and technological, information, ecological, resource, and nuclear security domains. By structuring the curriculum and practical training around these interconnected facets of public security, the model cultivates future public security professionals with a broad strategic outlook and a deep understanding of the complex dynamics shaping the contemporary security landscape. This integration extends beyond theoretical knowledge acquisition to include immersive simulations, case studies, and field exercises that mirror real-world public security challenges, enabling students to develop practical skills in threat assessment, risk mitigation, crisis management, and inter-agency coordination within the comprehensive public security framework. Moreover, the model incorporates cutting-edge methodologies such as data analytic, artificial intelligence, and geospatial analysis to equip students with the technological proficiency necessary to navigate the rapidly evolving threat matrix and proactively address emerging security risk^[16]. By seamlessly integrating the holistic approach to national security into every aspect of talent cultivation, from curriculum design to pedagogical approaches and practical training, the proposed model aims to produce a new generation of public security professionals who possess the strategic acumen, operational expertise, and technological prowess required to safeguard public interests in an increasingly complex and interconnected world.

5.3 Practical Implications and Application Strategies

Based on exploring the theoretical path of interdisciplinary integration and distinctive development, it will clarify the disciplinary development direction of "focusing on political and integrating specialized and general knowledge", and build a knowledge system. Meanwhile it will establish an academic alliance of "Public Security Research Community" and gradually form a disciplinary construction path of public security studies with public security characteristics.

The proposed innovative talent training model, grounded in the holistic approach to national security, necessitates systematic adjustments to current public security education practices, enabling effective application across diverse institutional contexts. Implementation requires strategic integration with existing curricula, leveraging cross-disciplinary collaboration and problem-based learning approaches to cultivate critical thinking, adaptability, and practical problem-solving skills among students^[17]. Emphasizing experiential learning opportunities, such as simulations, case studies, and field projects, allows learners to develop situational awareness, decision-making capabilities, and cross-functional teamwork skills essential for navigating complex security challenges^[18]. Integrating cutting-edge technologies, including data analytic, artificial intelligence, and virtual reality, enhances training relevance and efficacy, equipping students with the proficiency in digital literacy and technical demanded by the evolving security landscape. Furthermore, establishing robust partnerships with government agencies, industry stakeholders, and international institutions facilitates knowledge exchange, resource sharing, and joint training initiatives, fostering a collaborative ecosystem that bridges theory and practice^[19]. Institutionalizing regular curriculum review and revision processes, informed by evolving security dynamics, technological public priorities. By integrating these core components, the innovative talent training model can effectively prepare students to meet the complex challenges of public security work and contribute to the realization of the holistic

approach to national security.

6. Conclusion

6.1 Summary of Findings

This study comprehensively examined the current state of national security talent training in police colleges and universities, revealing both significant challenges and promising opportunities in the context of the evolving holistic approach to national security. Through rigorous analysis of existing training models and in-depth case studies, the research identified key areas for improvement, including the need for more integrated and systematic approaches to talent development, enhanced coordination between academic institutions and practical security entities, and greater emphasis on cultivating innovative problem-solving capabilities. The proposed talent training model, grounded in the theoretical principles of the comprehensive national security framework, offers a novel and practical solution to address these challenges. By incorporating core components such as interdisciplinary curriculum design, experiential learning opportunities, and targeted skill development programs, the model aims to foster a new generation of versatile and adaptable security professionals equipped to navigate the complex and ever-changing landscape of national security threats. The study's findings hold significant implications for the future of national security education, highlighting the critical importance of aligning talent development strategies with the evolving demands of the holistic approach to national security. The recommendations put forth, including the implementation of the proposed training model and the strengthening of collaborative partnerships between academia and security practitioners, provide a road map for enhancing the effectiveness and impact of national security talent cultivation efforts. As state continues to face an array of internal and external security challenges, the insights and innovations generated by this research will prove invaluable in shaping the future trajectory of national security education and ensuring the nation's resilience and stability in the face of evolving threats.

6.2 Recommendations for Public Security Education

Public security education must prioritize the cultivation of adaptive and resilient professionals who can thrive in the face of evolving security landscapes. This necessitates a shift from traditional, rigid training models to more flexible and dynamic approaches that emphasize continuous learning, self-reflection, and personal growth. Institutions should implement mentorship programs, leadership development initiatives, and opportunities for international exposure, fostering a global mindset and cross-cultural competencies essential for effective security operations in an interconnected world. Additionally, public security education must embrace cutting-edge technologies and leverage the power of data analytic, artificial intelligence, and network security tools. By integrating these advanced technologies into the curriculum and training processes, institutions can equip students with the digital literacy and technical proficiency required to combat emerging security threats in the digital domain.

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