

Research on the Reform of Police Practical Training under the Transformation of Combat Effectiveness Generation Mode

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Abstract

The transformation of combat effectiveness generation mode requires police practical training to shift from skill-based assessment to task completion, systematic coordination, and performance improvement. At present, problems such as narrow curriculum objectives, weak connection between training and operations, insufficient complex scenarios, and rough evaluation feedback remain prominent in public security colleges and grassroots training, affecting the development of police officers' comprehensive handling capacity and organizational coordination capacity. Centering on the practical requirements of information dominance, police force coordination, tactical integration, and standardized law enforcement, police practical training should reconstruct the curriculum system according to task procedures, enhance teaching tension through scenario confrontation, form capability profiles through data-based evaluation, and promote closed-loop operation through instructor development and institutional support. The focus of reform is not simply to increase training intensity, but to integrate alarm reception and assessment, police dispatch and deployment, on-site handling, evidence fixation, and review and improvement into a trainable, evaluable, and iterable capability chain.

Keywords

Combat effectiveness generation; police practical training; curriculum reform; training evaluation; public security education.

1. Introduction

In the new era, public security work faces constantly changing risk forms, alarm structures, and governance environments, and the status of police practical training has accordingly undergone adjustment. Professional training has been explicitly incorporated into the important content of people's police training, and post policies and regulations, professional knowledge, professional skills, special police practical skills, physical fitness, and psychological behavioral training together constitute the training content system. From this observation, police practical training is not merely an extension of physical and skill courses, but a capability generation platform in which public security education, law enforcement standardization, duty operations, and organizational management act jointly. The traditional approach of forming combat effectiveness through personnel input, equipment allocation, and experience accumulation still has basic value in routine duties, but in the face of new types of illegal and criminal activities, cyberspace risks, tourism-related and foreign-related alarm situations, major event security, and sudden public security incidents, single-item capabilities cannot naturally converge into overall effectiveness.

Police training is an important means of enhancing the combat effectiveness of public security organs. The closer training work is to practical tasks, the more it can transform organizational requirements into frontline action capability. Public security colleges and grassroots training departments should coordinate training reform within the framework of generating new

quality public security combat effectiveness, shifting from "practicing items" to "practicing tasks," from "practicing movements" to "practicing handling," and from "practicing individuals" to "practicing police teams." Training content should extend from closed classrooms to task chains, from a single assessment to continuous improvement, and from instructor experience to data feedback. Only by embedding information assessment, on-site control, communication and guidance, evidence fixation, coordinated command, and review and improvement into the same training process can police practical training truly assume the dual functions of talent cultivation and combat effectiveness shaping.

2. Training Logic of the Transformation of Combat Effectiveness Generation Mode

The transformation of combat effectiveness generation mode is essentially a transformation of the capability formation mechanism. In the past, training focused more on "how many items were practiced, what scores were achieved, and whether movements were standard." The new training logic focuses more on "whether tasks can be completed, whether law enforcement is standardized, whether coordinated handling is possible, and whether continuous improvement can be achieved." This transformation requires training to shift from a resource-input orientation to a system-capability-building orientation. Physical fitness, shooting, control, police equipment, and protection remain basic skills, but if separated from the complete process of alarm reception and assessment, police dispatch and deployment, on-site handling, investigation and evidence collection, and review and improvement, they easily remain at the level of movements and are difficult to stably transform into post competency.

Information dominance is an important feature of new-type police combat effectiveness generation. New quality public security combat effectiveness emphasizes the joint role of technological breakthroughs, mechanism transformation, and resource allocation innovation, with the ultimate focus still on practical effectiveness [1]. This means that training should not only enable trainees to become familiar with equipment, movements, and commands, but also enable them to extract key elements from incomplete information, judge risk levels from multi-source data, and timely adjust handling plans amid on-site changes. Elements such as alarm records, alarm categories, caller tone, video clues, geographic space, personnel relationships, and tool dangerousness should all become components of training scripts.

Organizational coordination determines whether combat effectiveness can be implemented. Real alarm situations often involve command centers, on-site police teams, specialized police types, territorial forces, medical assistance, community organizations, and social resources. Individual police skills determine the basic quality of on-site handling, while police team cooperation, police type linkage, and front-rear communication determine the overall efficiency of task completion. Training therefore cannot remain in the movement training space, but should become a comprehensive platform for testing the quality of command chains, communication rules, task division, and coordinated handling.

II. Practical Dilemmas of Police Practical Training

First, curriculum objectives emphasize skill attainment, and the capability structure is relatively single. Some training still uses performance in physical fitness, shooting, control, police equipment, and other items as the main basis, and curriculum objectives revolve around "whether one can do it, whether one is familiar with it, and whether one meets the standard." Basic skills are indispensable, but an overly narrow objective scope compresses the space for cultivating judgment, communication, coordination, legal application, and psychological adjustment. Trainees may perform movements smoothly in single-item assessments, but still exhibit problems such as slow information processing, slow tactical transitions, weak on-site language, and weak evidence awareness when entering comprehensive scenarios.

Table 1. Main Problems and Reform Entry Points of Police Practical Training

Problem Dimension	Traditional Manifestation	Capability Impact	Reform Entry Point
Curriculum Objectives	Emphasis on item attainment, neglect of task completion	Insufficient training in judgment, communication, and legal application	Reconstruct objectives according to alarm procedures
Training-Operations Connection	Slow case updates, fixed scripts	Establish case collection and transformation mechanism	Training situations disconnected from post tasks
Teaching Methods	More demonstration and imitation	Insufficient transferability to complex scenarios	Embed pressure variables and role confrontation
Evaluation Feedback	Emphasis on result scores, neglect of process diagnosis	Difficult to track individual shortcomings and police team problems	Form capability profiles and supplementary training closed loop

Note: The "reform entry points" in the table are summarized according to the task chain and capability generation relationship.

Second, there is a lack of stable mechanism for training-operations connection. Training content should come from frontline alarm situations, law enforcement difficulties, and grassroots experience. Training departments control courses and instructors, while grassroots units control tasks and cases. If there is no continuous transformation channel between them, courses easily continue to use fixed scripts. Intelligent technology is entering the links of scenario construction, process collection, and feedback diagnosis in police training, but if technological integration remains at the level of equipment display, it is still difficult to change the problem of lagging training content [2].

Third, teaching methods provide insufficient support for complex scenarios. Traditional training attaches importance to instructor demonstration, trainee imitation, repeated practice, and centralized assessment. It is suitable for the formation of basic movements, but it is difficult to fully present the tension, complexity, and uncertainty of police scenes. Real scenes are often accompanied by crowd gathering, media filming, emotional confrontation, limited space, incomplete information, and legal risks. Movement memory in low-pressure environments is difficult to naturally transfer to high-pressure scenarios. The idea of integrating "teaching, research, training, and combat" suggests that training reform must place teaching, research, training, and practical review into the same cycle [3].

Fourth, evaluation feedback lacks improvement orientation. Some evaluations still remain at the level of single assessments and score records. Instructor comments mostly rely on on-site impressions, and trainees lack subsequent reinforcement after completing assessments. Specific problems in training are not transformed into individual training plans, and police team coordination shortcomings also lack continuous tracking. Evaluation reform should move from result recording to process diagnosis, from single-item scores to capability profiles, and from one-time feedback to continuous improvement.

3. Reconstruction of the Curriculum System Oriented to Task Chains

The curriculum system should be reorganized according to police task procedures rather than single-skill catalogs, forming a chain structure of "alarm reception and assessment—police dispatch and deployment—on-site handling—investigation and evidence collection—review

and improvement." Alarm reception and assessment is the starting point of action. Training should revolve around alarm classification, communication with callers, extraction of key elements, risk level determination, recommended dispatch force, and preliminary handling plan design. Trainees need to extract elements such as location, number of people, tools, injury consequences, personnel relationships, and emotional states within limited time, and provide clear risk warnings to dispatched forces.

Police dispatch and deployment connects assessment and on-site handling and determines the quality of action preparation. The curriculum should train police force grouping, route selection, equipment carrying, task division, communication liaison, and safety plans. Family disputes, drunken disturbances, armed assaults, campus emergencies, tourism disputes, and mass gatherings impose different requirements on police force allocation. During training, trainees should be required to clarify positions such as main control, communication, evidence collection, rescue, and support, forming action preparation with objectives, division of labor, and plans.

On-site handling is the core of the curriculum. The value of defense and control courses cannot be understood as movement combinations themselves, but should be grasped in the overall context of standardized law enforcement, risk control, and on-site order restoration [4]. Course content includes verbal control, position selection, risk isolation, unarmed control, use of police equipment, personnel rescue, crowd guidance, and on-site sealing and control. Training design should embed skill movements into the law enforcement context and avoid separating movement training from legal requirements. For high-frequency alarm situations, comprehensive tasks such as street stops and checks, vehicle inspections, indoor control, handling of intoxicated persons, minor violent conflicts, and emergency injury rescue should be set up, so that physical fitness, skills, psychology, and tactics are integrated in the same task. Investigation and evidence collection reflect the rule-of-law attribute of combat effectiveness. On-site control does not mean the task is over. Law enforcement records, evidence fixation, personnel transfer, interrogation and investigation, and legal application directly affect case quality and law enforcement credibility. The curriculum should train the standardized use of law enforcement recorders, on-site photo taking, evidence list production, interrogation outline drafting, case reporting, and application of legal provisions, prompting trainees to form a complete capability of "being able to handle, being able to collect evidence, being able to explain, and being able to review."

Review and improvement determine whether training results can be consolidated. After training, instructors and trainees should analyze alarm assessment, police dispatch and deployment, on-site handling, investigation and evidence collection, and organizational coordination. The key to technology-enabled training is not to replace instructor judgment with technology, but to support more detailed behavioral diagnosis through video playback, trajectory records, speech transcription, and indicator collection. Through data forms, problem lists, and supplementary training plans, individual capability files and police team training files can be established.

4. Optimization of Teaching Modes and Evaluation Mechanisms

Task-driven teaching conforms to the occupational attributes of police practical training. Courses can start from typical alarm tasks and guide trainees to understand knowledge, apply skills, and adjust strategies in the process of completing tasks. Taking an armed disturbance alarm as an example, the task chain includes alarm verification, risk assessment, equipment selection, on-site approach, verbal warning, division, control and transfer, injury rescue, evidence fixation, and review report. Trainees take turns serving as commander, main

controller, communicator, and recorder, enabling them to understand the responsibility boundaries and cooperation requirements of different roles.

Scenario confrontation teaching enhances training tension through role interaction and situational changes. Scripts should set variables such as crowd gathering, alarm information deviation, suspect emotional changes, narrow space, companion injury, and media filming, prompting trainees to adjust strategies according to on-site changes. Digital twin technology can transform alarm scenes, personnel behavior, spatial environment, and handling processes into digital scenarios that can be deduced, reviewed, and repeatedly trained. Confrontation does not simply pursue intensity, but tests action rules and coordination quality through controllable pressure.

A multi-dimensional evaluation mechanism should establish indicators around the process of combat effectiveness generation. Basic skill evaluation focuses on physical fitness, police equipment, shooting, control, and protection; on-site handling evaluation focuses on approach methods, tactical positioning, standardized language, force scale, and safety control; coordinated organization evaluation focuses on information transmission, role division, instruction execution, support cooperation, and on-site order; law enforcement standardization evaluation focuses on legal basis, procedural awareness, evidence fixation, protection of public rights, and law enforcement records; development and improvement evaluation focuses on problem identification, review quality, supplementary training effectiveness, and capability improvement range.

Evaluation should not only give scores, but also respond to "why points were lost, how to reinforce, and whether supplementary training is effective." Academic evaluation of police practical skill courses needs to take into account skill performance, process records, and occupational capability development. A single summative assessment is difficult to reflect the complex capability formation process. Therefore, evaluation forms should be refined to key behavioral nodes, recording both individual shortcomings and police team coordination problems, and feeding evaluation results back into the next round of training design.

Table 2. Evaluation Indicators of Police Practical Training Oriented to Combat Effectiveness Generation

First-Level Indicator	Second-Level Indicator	Observation Method	Improvement Purpose
Information Assessment	Element extraction, risk grading, instruction expression	Alarm records, assessment forms, voice records	Optimize alarm scripts and risk warnings
On-Site Handling	Positioning, communication, control, rescue	Video playback, instructor scoring, peer mutual evaluation	Form individual supplementary training lists
Organizational Coordination	Role division, communication liaison, support cooperation	Action trajectories, guidance records, review reports	Improve police team coordination processes
Law Enforcement	Standardization Procedural awareness, force scale, evidence fixation	Law enforcement records, evidence lists, case analysis	Improve standardized law enforcement quality
Development and Improvement	Problem identification, supplementary training completion, capability improvement	Capability profiles, stage assessments, tracking records	Support continuous training decisions

Note: Indicators are used for comprehensive practical training process records and phased quality monitoring.

5. Reform Focus Points under Hainan Police Scenarios

The construction of the Hainan Free Trade Port promotes the accelerated flow of personnel, capital, information, and industries. Tasks such as tourism-related alarm situations, foreign-related services, port security, cross-border crime, cyber risks, and major event security impose composite requirements on police officers' comprehensive quality. Hainan police practical training should combine the open environment and strengthen training in foreign-related communication, tourism police handling, cross-department coordination, major event security, and cyber risk identification. Hainan circular high-speed railway station areas, airports and ports, tourist attractions, duty-free business districts, and large exhibition areas should serve as important sources of scenario scripts.

Public security colleges undertake the task of cultivating preparatory police officers, and training reform affects the future capability structure of the public security team. College-bureau cooperation can link classroom training with grassroots tasks, enabling cases, instructors, venues, and evaluation resources to flow between colleges and practical departments. Colleges should run police practical training through the entire talent cultivation process. Lower grades should focus on occupational cognition, physical and skill foundations, and rule-of-law awareness; upper grades should focus on comprehensive scenarios, police team coordination, and post adaptation. Ideological and political education, legal education, police skill education, psychological education, and information technology education should form a joint force around the goal of combat effectiveness generation.

Grassroots police stations and frontline law enforcement units undertake a large number of high-frequency alarm situations and are the basic units of combat effectiveness generation. Training reform should be tilted toward the grassroots, designing courses around tasks such as family conflicts, neighborhood disputes, drunken disturbances, minor violence, campus safety, tourism disputes, and traffic order. Grassroots training should also take into account the reality of fragmented time and heavy tasks, adopting short class hours, modularization, small units, door-to-door teaching, and online-offline combination methods.

From the perspective of training mode, practicality, pertinence, comprehensiveness, and standardization should become the basic criteria for grassroots training [3]. In the Hainan scenario, it is necessary to attach importance not only to cyclical risks such as tourism peak seasons, major festivals, and typhoon flood seasons, but also to new risks such as port opening, cross-border logistics, and online platform transactions. Training content should directly respond to grassroots problems, reduce empty lecturing, and improve usability and operability.

6. Guarantee Mechanisms and Implementation Paths

Strengthen the construction of the instructor team. High-quality police practical training requires composite instructors who understand both practical operations and teaching. The key to training system construction lies in integrating objectives, content, methods, evaluation, and guarantees, rather than simply adding various courses together [4]. Training departments should establish a structure in which basic skill instructors, tactical command instructors, legal standardization instructors, intelligent technology instructors, and psychological training instructors participate jointly. Instructor training content should include teaching design, classroom organization, script writing, training safety, case review, data evaluation, and research methods.

Instructor capability updating cannot be separated from practical rotation training, grassroots follow-up training, and curriculum development. The construction of a high-quality instructor team should simultaneously solve the problems of "being able to fight but not teach," "being able to teach but far from practice," and "understanding technology but not curriculum" [5].

Public security colleges can establish instructor studios and course group systems, incorporating grassroots police officers, legal review personnel, information command center backbone personnel, psychological training teachers, and information technology personnel into curriculum construction.

Strengthen curriculum resource construction. Research on physical training of Hainan grassroots police shows that regional environment, duty rhythm, and post type affect training arrangements and capability needs [6]. Training departments should build typical case libraries, scenario script libraries, teaching video libraries, evaluation indicator libraries, and review report libraries. The case library comes from high-frequency grassroots alarm situations, major security tasks, typical law enforcement risks, and excellent handling experience; the script library is classified according to alarm type, risk level, training objective, and applicable object; the evaluation indicator library provides standardized references for different courses; the review report library records training problems and improvement results.

Strengthen training safety management. Police practical training has confrontational and high-intensity characteristics, and safety management must run through the entire process. Flexible unarmed prevention and control technology emphasizes maintaining a balance between controlling risks, reducing injuries, and standardizing force, providing a training entry point for handling high-frequency grassroots alarm situations [7]. Before training, risk assessment should be carried out, clarifying requirements for venues, equipment, personnel, and medical support; during training, safety officers and guidance officers should be set up to strictly control high-risk movements and the use of weapons and equipment; after training, physical recovery, psychological counseling, and injury records should be carried out.

Strengthen data platform and evaluation system construction. Technologies such as 3D visual perception can be used for training movement recognition, behavior capture, and process evaluation, providing objective support for instructor diagnosis [8]. However, data platforms should not pursue complex stacking, but should serve curriculum design, process collection, immediate feedback, supplementary training push, and quality evaluation. The training management system should record trainees' capability profiles, police team coordination performance, course completion, and supplementary training results, shifting training quality monitoring from paper ledgers to a dynamic closed loop.

The evaluation model should take into account both quantitative scoring and qualitative diagnosis. Methods such as fuzzy comprehensive evaluation can transform multi-dimensional indicators into relatively stable quality evaluation results, providing quantitative references for curriculum improvement [9]. In practice, information assessment, on-site handling, organizational coordination, law enforcement standardization, and development and improvement can be set as first-level indicators, and key behavioral nodes can be refined into second-level indicators, jointly supported by instructor scoring, video evidence, peer mutual evaluation, and platform data.

Institutional and funding guarantees are the foundation for the continuous operation of training reform. Experience in police practical skill training in local public security organs shows that training plans, curriculum standards, instructor appointment, quality evaluation, equipment use, and safety responsibility must form an institutional closed loop [10]. Funding input should shift from simply purchasing equipment to attaching equal importance to curriculum development, platform maintenance, instructor training, data analysis, and resource updating. The training-operations integration mechanism should also stipulate the processes by which grassroots cases enter the curriculum, training results feed back to the frontline, and instructors participate in practical review.

7. Conclusion

The transformation of combat effectiveness generation mode imposes systematic reform requirements on police practical training. The traditional training model centered on resource input and single skills can no longer support capability needs under complex police environments. Police practical training must reconstruct the curriculum system around information dominance, police force coordination, tactical integration, and standardized law enforcement, promoting the shift of training objectives from skill attainment to combat effectiveness generation, training content from project segmentation to process integration, training methods from repeated practice to scenario confrontation, training evaluation from result assessment to process feedback, and guarantee mechanisms from single-point construction to institutional coordination. In view of the actual construction of the Hainan Free Trade Port and public security education teaching reform, it is necessary to further strengthen college-bureau cooperation, instructor training, digital platforms, and curriculum resource construction, and build police practical training into an important support point for the generation of new quality public security combat effectiveness.

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