



On the Core Elements of Cultivating Talents in Economic Crime Investigation

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Abstract: At present, there are many problems in the cultivation of talents for economic crime investigation, such as unclear training objectives, unscientific curriculum allocation, lack of pertinence and novelty in teaching materials, insufficient teaching methods, and disconnection between practical teaching and practice. In order to meet the needs of combating and preventing economic crimes in the new era, and to cultivate qualified economic investigation professionals, we should establish innovative, professional, compound and applied talent training objectives, set up curriculum systems of general public security courses, basic courses of economic investigation, core courses of economic investigation, and extended courses of economic investigation, update and reorganize the teaching contents in time, adopt the teaching methods of primary and secondary coordination and organic collocation, and at the same time strengthen the training of teachers' actual combat ability to promote the realization of talent training objectives.

Keywords: economic crime investigation, talent training, core elements

1. Introduction

British scholar Hill put forward "economic crime" for the first time at the crime prevention conference held in London in 1872. Since then, economic crime has entered the field of vision of theoretical and practical circles. As for what is economic crime, Chinese scholars interpret it differently from the perspectives of criminal subject, criminal object, criminal means and methods, and legal norms destroyed by crime. On the basis of summing up, some scholars believe that economic crime is an act in which the perpetrator seriously endangers the economic order by using economic means to achieve illegal economic purposes, and should be punished according to law. The investigation of economic crimes refers to the activities of economic investigation organs to investigate and control economic crimes according to law in order to find and stop economic crimes, find out the facts of crimes and seize criminal suspects. In recent years, with the continuous emergence of new economic fields, the economic development is unbalanced, and economic crimes are on the rise. The trend of professionalization, involvement of people and networking is obvious, and it is often intertwined with economic disputes and administrative violations. It is difficult to characterize cases, obtain evidence and chase after them, which poses a severe challenge to the fight against economic crimes. In the aspect of economic crime prevention and control, due to the ever-changing business means, it is difficult for the state economic administrative organs to supervise in place in time, and the communication and connection mechanism between the administrative law enforcement organs and the economic investigation organs is not smooth, the basic work such as economic crime intelligence information is weak, the public's awareness of prevention is not strong, and economic crimes are spreading. It can be said that in the current situation, whether it is to combat or prevent and control economic crimes, new requirements are put forward for the cultivation of economic crime investigators in China. However, from the current training mechanism, there are still many problems in the training of economic crime investigators in China, such as unclear training objectives, unscientific curriculum configuration, lack of pertinence and novelty in teaching materials, outdated teaching methods, and disconnection between practical teaching and practice. This paper studies the training mechanism of economic crime investigation talents from three core elements: training objectives, theoretical teaching and practical teaching, in order to promote its teaching reform.

2. The goal and mode of cultivating talents for economic crime investigation

2.1 The goal of cultivating talents for economic crime investigation

According to the 2018 national standard of undergraduate teaching quality of colleges and universities of the Ministry of Education, the training goal of public security professionals is to train professionals with firm politics, proficient business and excellent quality who can meet the requirements of specialization, professionalization and actual combat of public security work. Combined with the professional characteristics of economic crime investigation, scholars put forward their

own views. For example, some scholars believe that economic investigation professionals should be applied and compound talents who systematically master the basic theories and skills of economic investigation, have professional ability of economic investigation and certain innovative ability. Some scholars also believe that economic investigation professionals should have multi-disciplinary knowledge such as economics, law and investigation, and have a complex and diverse knowledge structure and strong practical application ability. Another scholar pointed out that economic investigation professionals have a broader theoretical basis than professional talents trained in higher vocational colleges, and have stronger practical ability than ordinary undergraduate talents, so they should be positioned around professional and applied talents. Judging from the establishment of representative universities specializing in economic investigation, Chinese People's Public Security University requires that economic investigation professionals not only master the basic theoretical knowledge of investigation, law and related economics, but also have the professional ability and preliminary research ability to engage in economic investigation. In practice, the Ministry of Public Security has clearly put forward the training goal of "three understandings and two sessions" for economic investigation professionals, that is, "knowing business, economy and law, investigating and solving cases, and doing mass work". Based on the current theoretical and practical viewpoints, the training objectives of economic investigation professionals can be summarized as follows: professional, compound and applied talents who adhere to the correct political direction, systematically master the basic theories and skills of economic crime investigation, have diversified knowledge structure, good professional quality, strong actual combat ability and certain innovation ability. The orientation of the training goal of economic investigation professionals should be analyzed from the perspective of system theory. First of all, from the orientation of personnel training level, it should be different from the professional and skilled secondary public security education and specialized education. Undergraduate talents of public security economic investigation should have a solid basic theory, professional knowledge and basic skills of economic investigation, and have preliminary scientific research ability. At present, it is difficult for all public security undergraduate colleges to serve as think tanks of public security organs, train forward-looking talents for public security organs, and lead public security practice instead of passive tracking. The important reason is that they lack the scientific research ability of public security business. Therefore, it is necessary to emphasize the cultivation of scientific research ability of undergraduates majoring in public security, so as to improve their ability to find and solve problems in public security practice and enhance the stamina of public security work. Secondly, from the orientation of knowledge structure, the undergraduate talents of economic investigation major should be compound talents who know "economy, law, investigation and information technology". They should not only be familiar with the basic knowledge of enterprise management, finance and taxation, commerce and trade, but also understand the national macroeconomic policies and microeconomic activities. It is necessary to master not only the basic principles of criminal law, but also economic criminal law and related criminal procedure laws, as well as relevant civil and commercial laws and economic laws and regulations. It is necessary to master not only the investigation process, measures and means of ordinary criminal cases, but also the basic skills of economic crime investigation means such as electronic forensics. In today's era of big data, it is even more important to master the means of collecting and applying economic investigation information, and strengthen the awareness and ability of "intelligence-guided investigation". Thirdly, from the orientation of social needs, the undergraduate talents of economic investigation should meet the needs of public security practice, including combating and preventing crimes, relevant administrative law enforcement and serving the masses, etc., and they should be professionals on the basis of generalists in public security business. In the general view of scholars, economic investigation professionals should specialize in economic investigation and mainly engage in it. In fact, after graduation, most undergraduates majoring in economic investigation work in various police departments at the grass-roots level, and they need to accumulate all kinds of public security work experience for a long time before they can be transferred to the economic investigation team according to their expertise, which is also determined by the complexity of public security work. Therefore, the so-called applied talents do not only refer to the economic investigation business, but to the applied talents who meet the needs of the public security business. Finally, judging from the orientation of quality and ability, the undergraduate talents of economic investigation major need to possess not only strong professional quality, but also excellent political quality, good moral quality, profound humanistic quality and healthy physical and mental quality, so as to meet the needs of public security work in the new period. In a word, the training goal of undergraduate talents of economic investigation major should be to train innovative, professional, compound and applied talents for public security organs.

2.2 Training mode of economic crime investigation talents

Some scholars believe that the training goal of undergraduate students majoring in public security is to train talents for public security organs who can adapt to the specialization, professionalization and actual combat of public security work. Therefore, the characteristics of public security occupation and actual combat should be highlighted, and the talent training

mode of "integration of teaching, practice and war" should be implemented. Some scholars believe that, on the basis of the above, the link of "research" should be added before "teaching" and the link of "thinking" should be added after "war". That is, taking "research" as the forerunner and promoting "teaching" by "research"; Teaching is the orientation of learning, learning is the foundation of practice, practice is the deepening of learning, and war is the test of practice and provides materials for thinking, and thinking provides the direction for research, thus gradually progressing and circulating, thus forming an integrated and systematic public security application type. In practice, at present, all public security majors in public security colleges and universities, including economic crime investigation, basically adopt this talent training mode. This paper holds that the talent training mode is actually the method and means to achieve the training goal, which is the related curriculum system, teaching content, management system and evaluation method designed according to the training goal under the guidance of modern educational theory. "Integration of teaching, training and warfare" is at most a concept of public security education rather than a talent training mode. According to the aforementioned national standard of undergraduate teaching quality in colleges and universities, public security professional courses are divided into theoretical courses and practical teaching. Practical teaching includes three modules: experiment, practical training and practice, and the proportion of practical teaching credits should not be less than 35%. It can be seen that the talent training mode of economic investigation major should be embodied by theoretical teaching and practical teaching in line with its professional characteristics, which specifically involves the theoretical curriculum setting around its training objectives, the selection of teaching materials, the connection between practical teaching and theoretical teaching, the application of relevant teaching methods, relevant management systems and evaluation mechanisms, etc. In a word, the training mode of economic investigation professionals is a systematic project, which covers the above aspects and is an organic whole, which is described below.

3. The theoretical teaching of economic crime investigation personnel training

3.1 The system of the theoretical course of economic crime investigation

As mentioned above, the talents of economic crime investigation should take innovative, professional, compound and applied talents as the training goal, so its curriculum system should be set around this goal. A reasonable curriculum system should include reasonable courses offered, reasonable proportion of relevant courses' hours, the order of courses offered and the reasonable connection between courses, etc. This paper holds that the economic investigation major belongs to the subdivision of public security major, and its theoretical curriculum system can be classified into general public security courses, basic courses of economic investigation major, core courses of economic investigation major, and extended courses of economic investigation major, and the curriculum system can be set according to its "four types" goal of talent cultivation.

Public security general education course Public security general education course is mainly set up to meet the needs of all kinds of public security work. Judging from the current recruitment policy and practice, undergraduate students majoring in public security are not assigned to relevant police types strictly according to their major, which inevitably requires them to master comprehensive knowledge and basic skills of public security business, and then develop into professionals in a certain field on the basis of public security generalists. As a part of general higher education, the general education course of public security undergraduate education should include courses to cultivate the basic qualities and abilities of ordinary college students and undergraduate students majoring in public security. The former includes political theory courses, college Chinese, college English, information technology and other courses, aiming at cultivating their qualified political, humanistic and scientific qualities. The latter includes courses related to law, public security theory and police literacy, public security practical skills, etc., with the aim of cultivating their concept of rule of law and law enforcement ability, police awareness and related practical skills. Specifically, relevant legal courses cover laws and regulations closely related to public security administrative law enforcement, civil mediation and criminal investigation, including Constitution and jurisprudence, criminal law, administrative law, civil and commercial law and its three procedural laws, etc. Public security theory and police literacy mainly include public security management, police public relations, criminology and other courses; Practical skills of public security mainly include police defense technology, weapons and police equipment use technology, police tactics and other courses. It is worth noting that China is in a period of social transition, with rapid changes in politics, economy, culture, science and technology. Based on the requirements of unlimited, professional and open talent cultivation, the general education curriculum should be adjusted in time with the changes of the situation.

Basic course of economic investigation major. On the basis of the general public security course, according to the characteristics of economic crime investigation, it is necessary to set up the basic course of economic investigation, so as to provide conditions for the follow-up professional core course study. It is generally believed in academic circles that the investigation of economic crimes involves many disciplines such as economics, law, investigation, criminology, etc., and economic investigation professionals should master the knowledge of relevant disciplines and apply them together. This

paper holds that economics is a science that studies the optimal allocation of resources. As a professional in economic investigation, we only need to know the basic knowledge related to investigation, and we don't need to offer it as a special course to save the course resources. Criminology is a discipline that studies the phenomenon, causes and prevention of crimes, which is beneficial to analyzing the causes and countermeasures of economic crimes. However, because it is a systematic discipline, it should be reduced according to the needs of economic crime investigation, and treated as a general course rather than a professional basic course. Investigation is a law applied discipline that studies the investigation activities and their laws. Therefore, the economic crime investigation major and the criminal investigation major should share their academic achievements, and incorporate investigation and related courses into the basic courses of economic investigation major. Law is the science of studying law, and its content system is huge. As a professional of economic investigation, one should focus on mastering the economic law, commercial law and contract law closely related to the economic field, which can be included in the basic courses of economic investigation, so as to make up for the defect that the relevant legal courses in general education can't fully meet the needs of economic investigation practice. Specifically, the basic courses of economic investigation major should include courses shared with criminal investigation major such as investigation, investigation measures and strategies, and investigation interrogation, as well as legal courses such as economic law, commercial law and contract law that embody the characteristics of economic investigation major.

Core course of economic investigation major. This part of the course focuses on the professional knowledge and investigation skills required for economic crime investigation, and focuses on cultivating the unique economic crime investigation concept, investigation methods and investigation skills of economic investigation talents. On the basis of the general theory of economic crime investigation, the general courses of electronic forensics, forensic accounting appraisal, economic crime information and other economic crime cases investigation are added. In the part of economic crime investigation, it includes the investigation of commercial, tax-related, smuggling, financial, intellectual property crimes and foreign-related economic crimes.

Economic investigation professional development course. Economic crimes have the characteristics of the times. The types of economic crimes and the incidence ratio of various cases are different in different stages of economic development. At the same time, economic crimes have regional characteristics, and the revision of relevant laws also has a great impact on economic crime investigation. Therefore, the cultivation of economic crime investigation professionals should keep pace with the times and respond to the reality. In order to break through the natural time lag of theoretical courses, it is necessary to set up an extended course of economic investigation, and invite relevant scholars and practical experts to give special lectures to make up for the deficiency of relevant theoretical courses on campus. According to the author's investigation, there are many problems in the current practice of economic crime investigation, such as the difficulty in characterizing the case, obtaining evidence and chasing after it; Stakeholder-type economic crimes frequently occur and it is difficult to maintain stability; The connection mechanism between the economic administrative supervision departments of industry and commerce, finance, securities and the economic investigation department is not smooth, and the degradation of economic crimes is common; The basic work of economic crime investigation is weak, the special situation of economic investigation is weakened, the position control ability is not strong, the early warning mechanism of risk companies is not perfect, and the regulation and control of economic suspects is lagging behind. In order to solve these problems, it is necessary to hire relevant legal experts, lawyers, experts in economic investigation and experts from relevant economic administrative departments of the government to hold a series of extended lectures. Such as the investigation of difficult cases of economic crimes, the frontier of economic crime theory, the prevention and disposal of stakeholder-type economic crimes, the construction of economic crime information network, and so on. In a word, by setting up the professional development course of economic investigation, we can make up for the deficiency of the planned professional courses and meet the needs of economic investigation practice in time.

3.2 The content of the theoretical course of economic crime investigation

The course content of economic crime investigation involves multi-disciplinary knowledge, but at present, the knowledge of related disciplines is not organically integrated, and there are some problems, such as simple listing of multi-disciplinary knowledge, disconnection between content and practice, and insufficient professional characteristics. For example, most textbooks of Investigation of Economic Crimes repeat the contents of criminal law textbooks for the concept and composition of various specific economic crimes, and the provisions of Criminal Procedure Law for the case jurisdiction and handling process. However, the characteristics, causes, prevention and control of various cases, rules and guidelines of evidence, special techniques and tactics, and basic knowledge and administrative rules and regulations in related industries are not systematically combed with new ideas of the times. Taking the investigation of intellectual property infringement cases in the special provisions of economic crime investigation as an example, most textbooks are compiled according to three parts: overview, identification and investigation. However, the introduction of intellectual property rights

in the overview part is too simple, the relevant administrative regulations are lacking, and there is no prerequisite for the identification of the subsequent crime and non-crime, this crime and that crime; In the aspect of crime identification, the theory of four elements of criminal constitution in criminal law is repeated in a large space, and the objective identification of trial-centered crime in the perspective of judicial reform is not highlighted; In the part of case investigation, according to the characteristics of all kinds of intellectual property crime cases, we don't provide targeted investigation ideas and measures from the special requirements of finding clues, accepting, collecting evidence from the periphery, filing a case, investigating and collecting evidence, closing a case and transferring it to prosecution. In short, at present, the content structure of the theoretical course of economic crime investigation is unreasonable, the knowledge of related disciplines is not closely linked and the content is overlapping, and the course content lacks logicity, systematicness, novelty and practicality, so it is difficult to meet the needs of the current economic crime investigation practice. In view of the above problems, the contents of theoretical courses related to economic crime investigation should be improved from the following aspects. First, the courses of public security general education, which involve public security administrative law enforcement and criminal law enforcement, should be different from the related courses of law major, and highlight the characteristics of public security. Second, the courses shared between the basic courses of economic investigation major and criminal investigation major should be appropriately adjusted according to the characteristics of economic crime investigation. For example, the course of crime scene investigation, economic crime cases often have no typical crime scene, which has a long time span and a wide geographical span. Therefore, it is necessary to expand the relevant chapters according to the characteristics of economic investigation. As for the legal courses closely related to economic crimes, such as economic law, commercial law and contract law, the chapters related to economic crimes should be selected as the focus because of the extensive content of economic law and commercial law. Third, for the core course of economic investigation major, especially the specific types of case investigation, the proportion of basic knowledge in related fields should be highlighted to promote understanding, and the administrative management mechanism and administrative regulations in related fields should be introduced to clarify the boundary between administrative law enforcement and criminal law enforcement. In the specific aspect of crime identification, we should weaken the content repeated with the criminal law, strengthen the application techniques of investigation measures and evidence collection guidelines in the investigation stage, and ensure the quality of transferred prosecution cases. Fourthly, for the extended course of economic investigation major, it is necessary to update the course theme in time and focus on the theoretical frontier and practice of economic crime investigation. Finally, based on the practicality of the course of economic investigation theory, experts from relevant practical departments should be recruited to participate in the compilation and validation of textbooks.

3.3 Teaching methods of economic crime investigation theory course

Present situation of teaching methods and related viewpoints. Economic investigation professionals should aim at cultivating innovative, professional, compound and applied talents, and their curriculum, teaching contents and teaching methods should be designed to achieve this goal. Moreover, the teaching method is also restricted by the curriculum and teaching content, and the characteristics of economic investigation major involving multi-disciplinary fields also have a direct impact on the teaching method. At present, the theoretical courses of economic investigation major still adopt the traditional classroom teaching method, supplemented by relevant case discussions, in which a small number of multimedia teaching contents are interspersed. Although some modern teaching methods have been adopted, due to the influence of traditional ideas, the so-called modern teaching methods are nothing more than changing the previous handwritten book into an electronic version of PPT courseware, which is actually a change of medicine. With the development of modern information technology and the characteristics of economic investigation course, scholars have put forward some new teaching methods, such as panoramic case teaching method, three-dimensional compound teaching method, MOOC mixed teaching method, experiential teaching method and so on. However, it should be noted that when we innovate teaching methods, we should prevent the other extreme, that is, we should not use teaching methods as a means of "showmanship", but should stand the test of practice and make them meet the needs of teaching purposes. Some scholars believe that the case teaching of economic crime investigation should follow the three principles of truthfulness, timeliness and typicality. The case must be a real case from the actual combat department, and it should be a typical case that reflects the current situation of economic crime at that time. Only in this way can students' interest be aroused, the complexity of economic crime cases be understood, and the ability to analyze and solve problems be improved. The scholar further put forward the "panoramic" case teaching method, that is, according to the sequence of case occurrence and investigation activities, the relevant cases and investigation work are gradually presented to the students, and the students are guided to think by asking questions at different levels, and finally the investigation task is completed and the corresponding conclusions are drawn, so as to achieve the teaching goal. Some scholars have put forward the three-dimensional compound teaching method, that is, the

combination of teaching and discussion, simulation and real case, and classroom and flip classroom complement each other. Some scholars have also suggested that in the era of big data, the course of economic investigation theory can be divided into several short and concise theme videos with the help of MOOC platform, and the online and offline mixed teaching methods can be adopted, so as to improve students' learning interest, improve teachers' information literacy and meet the needs of interactive communication. Others put forward the experiential teaching method, that is, by simulating the actual crime scene, presenting the teaching content, so that students can understand and improve their comprehensive judgment and operation ability in personal experience. In short, the relevant teaching methods all reflect the cross-application of actual combat characteristics and teaching methods.

Countermeasures for improving teaching methods. This paper holds that the method is the means to achieve the goal, and the inquiry teaching method must be based on the realization of the goal. Based on the multi-disciplinary integration of the course of economic investigation theory and the coexistence of theory and practice, we should adopt the teaching method of primary and secondary coordination and organic collocation to promote the realization of the goal. First, the traditional teaching method should still be the mainstream of teaching methods. Teaching method is helpful to give full play to the leading role of teachers, impart knowledge to students systematically and coherently, and help students master the contents of textbooks comprehensively, profoundly and accurately, which is the basis of other teaching methods. The course of economic investigation theory has a wide range of knowledge, strong theory and high practical requirements. Only professional teachers can lead students to integrate into the relevant knowledge system as soon as possible. Of course, the teaching method is easy for students to have "false knowledge", and students seem to understand it but can't use it flexibly. This kind of knowledge acquired by passive acceptance rather than active thinking is not firm enough, and it will make students have a dependence psychology and inhibit their learning initiative. Because of this, other teaching methods are needed to supplement the teaching method.

Second, the case teaching method is a necessary supplement to the teaching method and should be improved. As a widely used teaching method, case teaching is characterized by being close to actual combat and inspiring participation. Some scholars divide it into three types: case explanation, case discussion and case simulation. Among them, the case explanation method is close to the lecture method. Teachers choose a case to explain a certain knowledge point in the classroom teaching process, so as to achieve the purpose of digesting the knowledge point; The case discussion method is that teachers select a typical case, ask key questions and organize students to discuss them in groups, so as to deepen their understanding of key questions and improve students' language expression ability and teamwork ability. Case-simulation method, that is, full-truth simulation case-handling scenario, requires students to simulate case-handling according to the given case and the actual case-handling process, so as to improve their practical skills. For these three kinds of case teaching, this paper thinks that case explanation and case discussion are suitable for classroom teaching, while case simulation should be implemented in practice teaching because of the limitation of teaching space. Case teaching method should first solve the problem of case source. Although some typical cases are provided in relevant textbooks, due to the lag of textbook compilation, teachers' temporary search is often unsatisfactory. Therefore, it is suggested that a dynamic case database should be set up in the economic investigation department of provincial public security organs to share with schools. On the one hand, it is convenient for the economic investigation department to sum up the case handling experience in time; on the other hand, it is convenient for teachers of public security colleges to search for cases through the public security intranet. Secondly, the implementation of case teaching, including pre-class preparation, classroom implementation and after-class evaluation. Pre-class preparation is not only teachers' selection of typical cases, but more importantly, students are familiar with the cases and the problems to be solved, and make necessary knowledge reserves. Classroom implementation is the central link of case teaching. Here, we should establish students' central position, give full play to teachers' guiding role, and do a good job in process control. After class, the evaluation should summarize and reflect on students' participation, teamwork, analysis reports, etc., strengthen information feedback, and improve the effect of case teaching.

Third, to assist the use of "massive open online course" teaching resources and improve the teaching effect of classroom teaching method. "massive open online course" is a large-scale open online course, whose lecturers are often outstanding members of relevant course teams in colleges and universities. The same course can be lectured by different teachers and updated in time, and students can choose relevant course units to study anytime and anywhere. It is characterized in that the course content is divided into several sections, and each section teaches a theme, which usually lasts about 15 minutes. It is short and pithy, with prominent themes, so that students can concentrate on learning a certain knowledge point in a short time, thus improving the learning effect. It also provides online answering, homework, testing and other functions, and can also attach relevant cases, laws and regulations, etc., which comprehensively shows the whole process of teaching and learning. The relevant theoretical courses of economic investigation major conform to some characteristics of MOOC, which

can be decomposed into several units and made into online videos for students to learn before and after class. However, MOOC teaching is actually a copy of the traditional teaching method, and it also inherits its advantages and disadvantages, so it should not be over-relied. The so-called online and offline mixed teaching only provides a convenient condition for the interaction between teachers and students outside the classroom, which makes the classroom teaching more efficient and helps to achieve the teaching purpose.

4. The practical teaching of cultivating talents in economic crime investigation

4.1 The status quo and problems of practical teaching

The national standard of undergraduate teaching quality in colleges and universities divides public security professional courses into two parts: theoretical courses and practical teaching. As one of the public security majors, the practice teaching of the major of economic crime investigation should be planned and implemented in combination with the characteristics of the major of economic crime investigation, so as to meet the needs of cultivating applied professionals of economic crime investigation. Practice system usually consists of experiments, practical training, probation and practice. Experimental courses in economic crime investigation mainly cultivate students' professional skills, including counterfeit currency identification, accounting data investigation, etc. Practical training includes special training and comprehensive training, in which special training refers to simulated search, simulated interrogation, etc. Comprehensive training is a selection of relevant actual combat cases, with case handling process and investigation and evidence collection measures as the main contents to cultivate students' comprehensive case handling ability and skills. With the internship, students go to the relevant practice bases to participate in the actual combat departments of public security in order to combine the theory and practice of economic investigation and improve their actual combat ability. In a word, all aspects of practice teaching focus on the actual needs, and train various professional skills and comprehensive abilities that economic crime investigation should possess, so as to improve the professional quality of economic investigation and the ability to handle cases. At present, there are many problems in the practice teaching of economic crime investigation. The first is the problem of teachers. Economic crime investigation is extremely professional, which requires teachers to have not only knowledge of investigation, law and criminology, but also financial, accounting, taxation and other economic investigation expertise, and more importantly, rich practical experience. However, from the actual situation of police colleges and universities, most of the teachers go to colleges and universities to teach after graduation, and most of their majors are non-police majors, which leads to the shortage of professional knowledge. Although all colleges and universities require full-time teachers of public security major to be on-the-job training in the actual combat department of public security, due to the lack of corresponding assessment mechanism, the on-the-job training is basically a mere formality, which makes it difficult for teachers to really gain the actual combat experience of public security. Secondly, the problem of laboratory construction. At present, the economic investigation laboratory has not formed its own professional characteristics, which is almost the same as the traditional criminal technology laboratory, such as document inspection, physical and chemical inspection, etc. It has not invested enough in the hardware construction of the economic investigation case database, ticket database, etc., and has not formed a corresponding experimental platform for the research and judgment of economic investigation cases and information. Again, it's an on-campus training problem. At present, on-campus training is mostly case discussion and simulation training in coordination with theoretical teaching, and the training venues are mostly conducted in classrooms, lacking of teaching aids, and the related training materials are outdated, which can't meet the requirements of systematically training students' professional skills. Finally, the problem of student internship. Generally, students majoring in public security will go to the local public security organs for internships during the winter and summer vacations. After the end of the last semester of senior year, they begin to concentrate on the public security practice base for four to five months. At present, there are no hard and fast requirements and relevant assessment and evaluation mechanisms for students' internships. Although there are hard and fast rules for internships and the management of leading teachers, the setting of internship positions is not necessarily consistent with the majors they have studied, and they often practice in grass-roots police stations, which hinders the cultivation of professional skills.

4.2 Countermeasures to improve practical teaching

In view of the above problems, this paper thinks that it should be improved from the following aspects. The first is to strengthen the construction of teaching staff. Based on the present situation of the teaching staff, we should strengthen the evaluation mechanism of teachers' on-the-job training, and truly build teachers' actual combat ability. Post-job training is based on the provisions of the Civil Service Law. You can post to higher authorities or lower authorities. Public security colleges and universities are generally in charge of provincial public security organs except those under the Ministry of

Public Security. At the same time, as colleges and universities, public security colleges have no direct administrative relationship with public security organs at all levels. Therefore, the so-called "hanging up" or "hanging down" only refers to the provisions of the Civil Service Law, and there is no legal basis for temporary training and it is difficult to assess. However, all public security colleges and universities can still rely on the advantages of the competent public security organs, implement on-the-job training by administrative orders, and improve the relevant assessment mechanism. The author believes that the temporary training of teachers in public security colleges should be mainly attached to the lower level, supplemented by the upper level, that is, they should be attached to the actual combat departments at the grass-roots level, and the so-called "post" should not be a leadership position, but a post training for a certain period of time. At present, the status of teachers in public security colleges is special, generally corresponding to a certain administrative level at the same time. As a result, department-level teachers and department-level teachers are assigned to take leadership positions in public security department-level units and department-level units accordingly, instead of engaging in specific case handling, they make leadership decisions, which violates the original intention of temporary training. Therefore, we should get rid of the concept of teachers' administrative level, send teachers to the grass-roots posts in the actual combat departments of public security to participate in specific cases, and conduct assessment and management by the actual combat units. Based on the complexity of public security work, the first-time teachers should have a one-year training period, and other full-time teachers should have a certain period of training period every three years, so as to ensure that teachers have basic actual combat quality and keep updating their professional skills.

The second is to strengthen laboratory construction and on-campus training. The construction of economic crime investigation laboratory should highlight professional characteristics. In addition to sharing laboratories such as physical and chemical inspection and document inspection with criminal investigation majors and criminal technology majors, it is necessary to establish characteristic laboratories such as economic investigation case database, ticket database, investigation of accounting data, identification of counterfeit money and bills, etc., and build an economic business simulation trading platform and an information investigation actual combat platform. For on-campus training, first of all, it is necessary to clarify the training objectives, so as to be targeted. Through on-the-spot investigation of the professional characteristics of police officers in economic investigation, the objective orientation of their professional ability and comprehensive quality needs can be made, and on this basis, the training target system can be formed. Secondly, it is necessary to plan the training textbook system reasonably, update relevant knowledge and tactics in time, and attract experts from the economic investigation and actual combat departments to participate in the compilation of training textbooks. Thirdly, it is necessary to build on-campus training venues and innovate training methods. Due to the space limitation, at present, most of the on-campus training takes place in classrooms, which brings considerable inconvenience to the operational and demonstrative training. We can learn from the mock trial model, build relevant training places, and increase the authenticity of training. Simulate the actual scene of economic investigation work, hire the backbone of public security business as a training instructor, collaborate with teachers in schools, and use role-playing and case teaching to make the training close to actual combat and improve students' professional skills and actual combat ability.

The third is to strengthen the management of students' probation and practice. As probation is conducted by students in the local public security organs during the winter and summer vacations, it is suggested that the school send a letter to the political department of the relevant sub-county bureau, which will arrange for students to go to the business counterpart unit for probation and assessment, so as to prevent students from going through the motions by contacting the trainee unit themselves. As a necessary procedure before graduation, the school should carry out internship mobilization training, clarify internship tasks and matters needing attention, and send full-time teachers to guide the internship, and at the same time increase the actual combat experience of full-time teachers. In the selection of internship units and posts, we should try our best to choose public security practice bases with frequent economic crimes and obvious regional characteristics, and arrange targeted internships for posts corresponding to the major. During the internship, the process management should be strengthened, and it should be evaluated by the internship unit in order to achieve the internship purpose.

5. Designing the training path: emphasizing science

Public security colleges should further design the training path, that is, the ways and methods to achieve the above-mentioned goals and contents, after making clear the training specifications and contents in the process of training professionals of economic investigation. The optimized training path should be scientific and effective, so as to greatly improve the quality of the training of economic investigation professionals.

5.1 Improve the curriculum system

Facing the actual combat of police affairs is the proper meaning of the curriculum construction of public security

major, and the curriculum system of economic investigation major is no exception. The development trend of economic compounding and the functionalization of internal institutions in economic investigation departments is of vital significance to the curriculum setting and layout of economic investigation majors. The curriculum system of economic investigation major should reflect the characteristics of comprehensiveness and practicality. That is to say, comprehensiveness should start from broadening students' knowledge, avoid one-sided pursuit of "depth" and "specialization", lay a solid foundation for knowledge of law, economy and investigation, and set up courses reasonably according to the requirements of training objectives. Practice means that through the understanding of the frontier issues of public security, we can deeply explore the countermeasures against new economic crimes, thus providing theoretical guidance and intellectual support for actual combat departments, and laying a solid foundation for future actual combat work.

5.2 Enrich teaching methods

A perfect curriculum system requires the use of scientific teaching methods and methods. According to the training objectives of economic investigation professionals, on the one hand, it should be connected with the disciplines that constitute its own foundation, and on the other hand, it should combine the knowledge of these basic disciplines with the practice of economic investigation, so that students can receive professional knowledge with an active, open and searching attitude and deepen their research ability and vision. Therefore, in the process of economic investigation teaching, we can try the following teaching methods: First, interactive teaching. Interactive teaching is conducive to cultivating students' habit and ability of lifelong self-study. Therefore, economic investigation teachers should change the past teaching method of simply instilling knowledge, pay attention to arousing students' enthusiasm, implement heuristic and interactive teaching, and change the original "one-word-at-a-glance" process into a process of exploring with teachers and students under the guidance of teachers. Second, case teaching. As a practical basic course of public security, the specialized course of economic investigation must adopt case teaching method to achieve the expected training goal. Using case teaching method to carry out teaching, we can use selected cases, so that students can master general and common knowledge; To stimulate students' enthusiasm for learning, students can also choose cases, and teachers can comment on them, so as to integrate the corresponding knowledge into the cases that students are interested in. Through case teaching method, students' independent and active learning ability can be cultivated, and at the same time, students' ability to solve practical problems by using what they have learned can be improved. Third, situational teaching. Situational teaching is a teaching method that creates a simulated situation, pushes students to virtual positions, and enables them to study and solve problems in person. In the specialized course of economic investigation, many teaching contents are suitable for situational teaching methods, such as simulating accepting reports, simulating auditing accounts, simulating making legal documents, etc. The advantage of situational teaching method lies in cultivating students' operational skills to solve a certain problem. Therefore, situational teaching should be vigorously advocated and popularized in the teaching process of economic investigation to strengthen the teaching effect and enhance students' practical ability. Fourthly, discussion teaching. Discussion-based teaching means that under the guidance of teachers, through students' research and discussion, knowledge construction and value identification are carried out, and research methods are experienced to overcome the phenomenon of high consumption and low efficiency of traditional teaching. Through seminar teaching, students can not only master more information, but more importantly, master the thinking method of acquiring knowledge.

5.3 Building a contingent of teachers

The construction of teaching staff is related to the long-term development of public security education, and must be placed in an important position in the curriculum construction, with great efforts and unremitting efforts. Economic crime investigation is a practical and applied discipline, and its teacher training requirements and approaches are different from other disciplines. According to the characteristics of disciplines and courses, combined with the actual situation of the unit, a set of teacher training programs that highlight actual combat and take multiple measures simultaneously should be established. First, teachers' grass-roots training is institutionalized. For the teachers of economic investigation major, there is no doubt about their professional theoretical level, and their teaching level largely depends on the degree of follow-up to the actual business of economic investigation. Therefore, in the process of teacher training, professional teachers' grass-roots training should be institutionalized and made regular, so as to create conditions for teachers to contact with investigation practice as much as possible. Second, build a ladder teaching team. According to the needs of teaching reform and teaching tasks, build and cultivate a sustainable teaching team composed of professors, associate professors, lecturers, teaching assistants and teaching assistants. Introduce a group of graduates with doctoral degrees and key teachers with associate professors and professors, enrich the faculty, optimize the faculty structure and improve the overall level of the faculty. Third, strengthen the training of young teachers. In addition to encouraging young teachers to pursue master's and doctoral degrees on the

job and organizing professional training for young teachers, each young teacher should be equipped with a tutor with rich experience in teaching and scientific research, which can play a role of "mentoring" in teaching and scientific research. Excellent young teachers can be selected as the heads of teaching and research sections to encourage them to work boldly and make more achievements. At the same time, the scientific research policy should be appropriately tilted, so as to increase the opportunities for young teachers to undertake teaching and research projects, participate in academic exchange seminars at home and abroad, broaden their horizons, and enable them to exercise and grow in the practice of teaching and scientific research. Fourthly, improve the system of part-time instructors. Pay attention to the construction of part-time teachers, and actively hire famous scholars at home and abroad and practical experts with rich practical experience to undertake teaching tasks and give lectures. Earnestly invite the elites and experts from the national political and legal colleges and the economic investigation departments of public security organs into the schools, and ensure the organic combination of the teaching content of economic investigation and the practical work of public security.

6. Training content: thick foundation

In the process of training economic investigation professionals, public security colleges should aim at training standards, scientifically plan training contents, and cultivate compound economic investigation professionals, so as to meet the needs of public security practice. Therefore, when planning the training content, we should fully consider the basic needs of the economic investigation and actual combat departments for professionals, take knowledge, quality and ability as the standard, start from the foundation, and practice basic skills.

6.1 Develop a professional spirit

Public security colleges and universities are the cradle of training specialized police personnel. Their main task is to transport qualified personnel for the actual combat departments of public security and provide human resources for the public security organs to fulfill their three major political and social responsibilities. The nature, tasks and characteristics of public security organs determine that public security colleges must give priority to political school building and loyalty education, and must have higher and stricter requirements for the cultivation of students' quality and professional ethics. In addition, for the cultivation of economic investigation professionals, we should pay special attention to clean government education. The characteristics of the economic investigation work itself determine that the police of economic investigation will inevitably have to deal with money frequently. If there is no professional spirit of "enforcing the law for the public and keeping a clean government for the people", I'm afraid we will know the law and break the law, and even go to the road of crime. Therefore, in the process of training economic investigation talents, public security colleges always instill in students the idea of "always walking by the river, that is, not getting wet shoes", so as to cultivate students' spiritual character and temper their will quality. In a subtle way, help students to be self-reliant, self-reliant, self-confident and self-help, so that they can develop good qualities of self-regulation, self-discipline, self-cultivation and self-introspection, and be honest and upright.

6.2 Cultivating basic skills

Economic investigation work is a social management work with strong practicality, which requires the police of economic investigation to have a wide range of knowledge, strong practical ability and high comprehensive quality. The cultivation of economic investigation professionals must broaden the professional caliber, which is different from ordinary undergraduate education, but mainly within the scope of public security work, so as to enhance students' adaptability to future public security work. Therefore, the training process of economic investigation professionals is also the process of special vocational education. In order to strengthen the pertinence and practicality of education and training, it is necessary to strengthen the training of basic skills related to public security business. These basic skills include: computer application ability, language expression ability, driving ability, social communication ability, etiquette and culture ability, and basic investigation ability (including the ability to obtain evidence, interrogate, arrest and make legal documents, etc.).

6.3 Improve professional ability

Comrade Zhou Yongkang, the former Minister of Public Security, stressed at the Second National Conference on Economic Investigation that the civilian police in economic investigation should know "three things": first, they should know the law, second, they should know the economy and third, they should know the investigation. Although "three understandings" is a requirement for on-the-job police in economic investigation, it plays a guiding role in training professionals in economic investigation. Therefore, when setting up the curriculum system of economic investigation major in public security colleges, three courses of law, economy and investigation are organically combined, and then a curriculum

group with reasonable structure is formed. The knowledge of law plays a fundamental role in the knowledge structure of the police in economic investigation. The teaching of legal knowledge, the cultivation of legal awareness and the improvement of legal application ability should run through the teaching of economic investigation. Knowledge plays an important role in the knowledge structure of economic investigation police, but it is not necessary or possible for economic investigation students to master all the knowledge of economics, focusing on the basic process of economic business. Therefore, the process of related economic business is the background knowledge that economic investigation students must master. Investigation knowledge is the most important part of the curriculum content of economic investigation major, and economic crime is also a kind of criminal crime in essence. The measures and methods of criminal case investigation are mostly applicable to the investigation of economic crime cases. Therefore, criminal investigation should be regarded as the basic course of economic investigation major in curriculum setting.

6.4 Strengthen practical application

Practice is an important means to achieve teaching objectives. Compared with other teaching methods, the most prominent feature of practice teaching is that it strengthens the cultivation of students' hands-on ability, closely combines theory with practice, and enables students to achieve a leap from perceptual knowledge to rational knowledge, thus giving full play to the guiding role of knowledge in practice. The essence of public security education is higher vocational education, and practical teaching is the core of higher vocational education, which determines the realization of the goal of talent cultivation in higher education. The ultimate goal of setting up economic investigation major in public security colleges is to train and transport specialized applied talents for the economic investigation department of public security organs, and the quality of practical teaching of economic investigation major directly affects the overall quality of the first-line economic investigation team of public security. Therefore, enriching practical teaching and accurately grasping the inherent law and development trend of public security education should be the ideal mode of economic investigation teaching, so as to truly integrate quality education with professional teaching.

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