

Original article

Design and Practical Exploration of Cultivating Students' Investigative Interrogation Competence in Public Security Colleges and Universities – Taking the Course of “Criminal Investigation and Interrogation” as an Example

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Abstract:

Introduction. With the continuous advancement of the modernization of public security work and the construction of law enforcement standardization, the standards for cultivating police professionals in public security colleges and universities have been constantly raised, especially in the field of criminal investigation. As a crucial link in handling criminal cases, investigative interrogation directly determines the quality and efficiency of investigative case handling. Therefore, cultivating application-oriented police professionals with solid investigative interrogation competence has become an important task for talent cultivation in public security colleges and universities. However, the teaching of the course Investigative Interrogation Science is still faced with many practical challenges. The traditional chapter-based teaching mode of textbooks fails to adapt to the comprehensive, practical and technical characteristics of the course, and the integration of theory and practice in teaching is insufficient, which makes it hard to fully meet the practical needs of public security work for professionals in investigative interrogation. Based on this, this paper takes the teaching of Investigative Interrogation Science in undergraduate public security colleges and universities as the research object. On the basis of clarifying the course orientation and talent cultivation, it explores the optimized paths for curriculum teaching design and innovative methods for teaching practice. By reconstructing the curriculum system through modular teaching, it promotes the coordinated development of professional knowledge imparting, practical competence training and ideological and political education in courses, so as to provide operable teaching references for the cultivation of investigative interrogation competence in public security colleges and universities and contribute to the achievement of the cultivation goal of high-quality application-oriented police professionals in public security colleges and universities.

Methods. Literature research method; comparative research method; action research method.

Results. For the long-term development of the Criminal Investigation and Interrogation course in public security colleges and universities, it is imperative to keep pace with the times and the development laws of public security professional work. Modular teaching is an effective teaching model adapted to this course. The course is divided into six modules, namely Basic Theory, Legal Provisions, Organization and Implementation Steps, Psychological Characteristic Analysis, Operational Strategies and Methods, and Consolidation of Interrogation Results. Targeted teaching is carried out in light of the distinctive characteristics of each module, which not only enables the organic integration of various modules and gives full play to the advantages of each module, but also cultivates students' professional capabilities and vocational attainments. It integrates moral education with professional education, helping students grow into high-quality applied public security professionals with a firm stand and proficient professional skills.

Keywords:

Investigation and Interrogation Studies, Criminal Investigation, Teaching Design, Teaching Practice, Modular Teaching

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Формирование компетенции проведения допроса у обучающихся ведомственных высших учебных заведений Министерства общественной безопасности Китая (на примере учебной дисциплины «Допрос как следственное действие»)

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Аннотация:

Введение. В связи с непрерывным процессом модернизации деятельности органов общественной безопасности и формирования единых стандартов правоприменительной практики, требования к уровню подготовки профессиональных кадров ведомственных образовательных организаций Министерства общественной безопасности Китайской Народной Республики неуклонно возрастают, особенно в области предварительного следствия. Допрос, являясь одним из следственных действий, помогает следователю определить направления дальнейшего расследования и достичь эффективного результата. В этой связи подготовка практико-ориентированных специалистов, обладающих сформированными компетенциями подготовки и проведения допроса, становится важной задачей системы профессионального образования ведомственных учебных заведений Министерства общественной безопасности Китая. Однако преподавание дисциплины «Допрос как следственное действие» сталкивается с рядом практических вызовов. Традиционная модель обучения, построенная на последовательном изучении глав учебника, не в полной мере соответствует комплексному и прикладному характеру дисциплины. Недостаточная интеграция теоретических знаний и практических навыков в учебном процессе не позволяет в полной мере удовлетворить запросы правоохранительных органов в специалистах, квалифицированных в производстве допроса. Исходя из этого, данная статья рассматривает процесс преподавания дисциплины «Допрос как следственное действие» в ведомственных высших учебных заведениях Министерства общественной безопасности КНР, реализующих программы бакалавриата. На основе уточнения места дисциплины в системе подготовки кадров в работе исследуются оптимальные пути проектирования учебного курса и инновационные подходы к организации практических занятий. Реорганизация содержания дисциплины на основе модульного принципа позволяет обеспечить сбалансированное развитие профессиональных знаний, практических навыков и реализацию ее воспитательного потенциала (в китайской традиции – идеолого-политического воспитания). Предлагаемые решения призваны служить практическим методическим ориентиром для формирования компетенций по проведению допросов в ведомственных высших учебных заведениях Министерства общественной безопасности КНР и способствовать достижению цели – подготовке высококвалифицированных, практико-ориентированных полицейских кадров.

Методы исследования: анализ научно-методической литературы, сравнительный анализ, опытно-экспериментальная работа.

Результаты. Для устойчивого развития учебной дисциплины «Расследование преступлений и допрос» в ведомственных высших учебных заведениях Министерства общественной безопасности КНР необходимо обеспечивать ее соответствие требованиям времени и закономерностям развития оперативно-служебной деятельности. Модульное обучение представляет собой эффективную педагогическую модель, адаптированную к специфике данного курса. Дисциплина включает шесть модулей: «Теоретические основы», «Правовые основы», «Организация и этапы проведения допроса», «Анализ психологических особенностей», «Тактические приемы и методы», «Процессуальное закрепление результатов допроса». Такой подход обеспечивает единство воспитания и профессиональной подготовки, помогая обучающимся стать высококвалифицированными специалистами для системы общественной безопасности, сочетающими твердую гражданскую позицию с развитыми профессиональными навыками.

Ключевые слова:

учебная дисциплина «Допрос как следственное действие», уголовное расследование, педагогический дизайн, педагогическая практика, модульное обучение

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Introduction

Among public security educational institutions, public security colleges and universities are the vital positions for talent cultivation. Their trainees have a relatively high educational level and can adapt to new work environments and content quickly, so they occupy a core position in China's education and training system. As bases for cultivating reserve talents in the public security field, public security colleges and universities are closely related to the talent needs of public security organs. They need to meet the diverse talent requirements of public security work under the changing conditions of different eras. Their talent training objectives are mainly application-oriented. Cultivating students who can quickly adapt to work content and work environments, and who can better meet industry needs, is a result that both talent training institutions and receiving units are happy to see. At the same time, considering the particularity of the public security industry, students not only need to meet professional requirements but also strive to grow into upright, loyal, and comprehensive talents with high overall quality. Based on the point, public security colleges and universities must make great efforts in the courses when formulating talent cultivation goals and setting up disciplines. While imparting professional knowledge and skills, they should attach greater importance to shaping students' spiritual world. To achieve the goal of organically integrating value shaping, knowledge impartment and competence development in each course, teachers who teach public security professional courses must formulate appropriate course objectives under the guidance of their college's development orientation and the professional talent cultivation plan of their major.

Based on the discussion of the curriculum positioning of the "Criminal Investigation and Interrogation" course in public security undergraduate colleges and universities, this study clarifies its objectives at the knowledge, quality, and competence levels. It also attempts to put forward some paths for teaching design and practical exploration under the current teaching status. The purpose is to better explore the connotation of this course while doing a good job in theoretical and practical teaching, and to effectively respond to the talent cultivation goals of public security colleges and universities.

Methods

The methodological basis of the study was formed by the methods of literary and comparative research, as well as the action research method.

Results

1. Orientation of the course of "Criminal Investigation and Interrogation"

With the advancement of the "integration of investigation and interrogation" reform in China's public security work, the course "Preliminary Trial Studies" in public security higher education has gradually developed and evolved, giving birth to the Course of "Criminal Investigation and Interrogation", which is closely related to the former [1]. The current "Criminal Investigation and Interrogation" is a core course for the investigation major under the public security discipline in the law category. Its main research contents include the institutional construction of investigative interrogation and the general laws of investigative interrogation activities [2]. Most of these contents are refined from typical cases and successful experience summaries in public security practice, and it is a necessary basic skill for every criminal case investigation officer. This course features practicality, comprehensiveness and technicality. The prerequisite courses for students to study this course include "Criminal Law", "Criminal Procedure Law", "Investigative Measures", and "Criminal Psychology", while the subsequent courses include comprehensive courses such as "Criminal Case Investigation".

The Course of "Criminal Investigation and Interrogation" has a complex system and rich content, covering basic theories in the field of investigative interrogation, legal provisions, steps of organization and implementation, strategic methods in the operation process, consolidation of interrogation results, analysis of psychological characteristics, and examination of relevant criminal procedure evidence [3]. In addition, with the advancement of technological means, several aspects have become important content of this discipline and are currently hot topics and trends in academic research. These include using advanced equipment to accurately identify the lies of criminal suspects, constructing scientific models to analyze the implicit content in the language of criminal suspects, and helping investigative interrogators capture changes in the psychological characteristics of criminal suspects (especially changes in emotions) dynamically and in real time. Due to the different

nature of knowledge in different modules, there is no doubt that the teaching methods should also focus on different aspects. In general, this course aims to cultivate high-quality applied professionals who can systematically master the basic theories, basic knowledge and basic skills of investigative interrogation, and skillfully apply them in professional positions related to law enforcement and case handling [4]. Specifically:

(1). Knowledge-level objectives: Students should be able to understand the basic theories, basic knowledge and basic principles of investigative interrogation, grasp its nature, tasks and legal requirements, learn about the procedures, steps and methods for implementing each link, and comprehend the position and importance of investigative interrogation in criminal investigation work.

(2). Competence-level objectives: Students should be able to master the procedures and methods for organizing and conducting interrogations as well as applying interrogation strategies, grasp the format standards and production methods of interrogation records and the methods for analyzing criminal suspects' psychology, so as to achieve the goal of controlling the rhythm of interrogations.

(3). Quality-level objectives: Students should firmly establish the awareness of law, evidence, standardization and teamwork; improve their ability of independent thinking and independent problem-solving [5], further foster a rigorous and meticulous work attitude and a hard-working work style, strictly abide by various disciplinary requirements, and resolutely eliminate the act of extorting confessions by torture.

2. The design and exploration of the course teaching of "Criminal Investigation and Interrogation"

The issue to be discussed in this chapter is the possible implementation paths and specific methods that can be referenced in the design and implementation of teaching of the Course of "Criminal Investigation and Interrogation", which is mainly divided into two parts. After discussing the principles and directions that teaching design should adhere to – including goal orientation, innovative development, integration of theory and practice, and multi-dimensional evaluation – the main content of this study is to clarify the advantages of carrying out teaching by modules, and propose explorations and attempts for the innovation of teaching design to be implemented under different teaching content frameworks.

2.1 Paths for the Teaching Design the Course of "Criminal Investigation and Interrogation"

(1). Adhere to a goal-oriented approach, and make course objectives subject to and serve the university's orientation and talent cultivation plan.

As the only public security undergraduate university in Shanghai that cultivates high-quality applied policing talents, our university strengthens the loyalty education for students, adheres to the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and takes fostering virtue through education and nurturing police officers into "sharp swords" as its fundamental tasks. The major of Criminal Investigation aims to cultivate professional talents who have a firm political stance and solid political literacy, systematically master professional knowledge and certain professional skills in criminal investigation, and possess core competencies related to criminal case handling [6]. Against this background, the design of the course must be based on the characteristics and advantages of this discipline, which deeply explores and refines the ideological values and spiritual connotations contained in the knowledge system. As a course with strong practicality, it emphasizes the combination of learning and thinking, and the unity of knowledge and practice, encouraging students to enhance their wisdom and abilities in practice and temper their will and character through hard work.

(2). Adhere to innovative development, highlight modular teaching, and better integrate it into the course.

The course has strong comprehensiveness and obvious modular characteristics, covering modules such as basic theory, legal provisions, steps of organization and implementation, analysis of psychological characteristics, strategic methods in the operation process, and consolidation of interrogation results. Different modules vary in scale, internal logical order, and difficulty level for students. However, the chapters in teaching materials often intersperse contents of different modules, and the sequence does not fully conform to the cognitive logic of students' minds. Therefore, to a certain extent, the relatively traditional chapter-by-chapter teaching method for the course has certain shortcomings. Modularizing the teaching content is conducive for teachers to continuously deepen and explore the professional inherent spirit contained in knowledge during teaching, and deeply analyze the different skills and qualities that criminal police should possess when facing different work tasks. At the same time, it helps give full play to the characteristic advantages of each module. For example, the legal provisions module focuses on cultivating students' awareness of law enforcement in a fair, legal, civilized and realistic manner, helping them establish respect for the authority of law in their hearts – the strategic methods in the operation process module pay more

attention to helping students understand the indomitable willpower of investigators who become stronger in the face of setbacks. On the basis of organically integrating these modules, students can understand the whole picture of investigative interrogation – a kind of investigative measure – in a comprehensive, in-depth and detailed way, which is convenient for them to grasp it as a whole.

(3). Adhere to the combination of theory and practice, and internalize the criminal police spirit in hands-on operations [7].

As mentioned earlier, investigative interrogation work originated from the preliminary trial process and is stipulated in the Criminal Procedure Law of the People's Republic of China. It is one of the necessary procedures for criminal cases, so practicality is its inherent attribute.

First, the legal provisions module serves as the premise and cornerstone of the entire investigative interrogation process, and accounts for a relatively large proportion in theoretical learning. Only on the basis of proficiently mastering relevant legal provisions and prohibitive regulations can students carry out investigative interrogation work in an orderly manner. Second, the modules of “steps of organization and implementation” and “strategic methods in the operation process” place greater emphasis on practical operations. Students need to master methods of conducting and organizing an effective interrogation, and flexibly select and apply appropriate strategies according to the specific circumstances of the case during this process. Finally, in the module of “consolidation of interrogation results”, students need to review the legality of verbal evidence in accordance with the provisions of legal provisions, based on their practical experience in preparing interrogation records [8]. Therefore, in the process of learning the course, students need to flexibly apply theoretical knowledge on the basis of mastering it. They should possess a realistic and rigorous work style, and develop the criminal police spirit of being unafraid of difficulties and becoming stronger in the face of setbacks.

(4). Adhere to multi-dimensional evaluation to help teachers clarify their leading role and practice the concept of the courses [9].

It is necessary to establish a three-level evaluation mechanism covering school supervision, peer evaluation, and student evaluation, and give full play to the role of different subjects in evaluating the teaching process. In daily teaching activities, school supervisors can conduct a comprehensive evaluation of teachers' teaching style, teaching methods, and teaching effects [10]; peers, especially teachers within the teaching team, can carry out a series of teaching and research activities focusing on the arrangement of teaching content, the innovative application of teaching methods, and the improvement of teaching documents; students can conduct timely evaluation and feedback on the classroom vitality and teaching effects of teachers. This helps teachers reflect on teaching activities in an all-round way.

Against this background, teachers' own teaching ability, professional ethics, work style, and academic attitude will directly affect the effectiveness of teaching [11]. Teachers in public security colleges and universities must internalize the fine qualities required of criminal police in themselves to subtly integrate values guidance while teaching professional knowledge. Specifically, teachers need to actively practice the concept of the goal of the courses through reflection, proactively develop textbook content, make full use of modern teaching equipment and artificial intelligence technology to create a suitable atmosphere in the classroom.

2.2 Exploration of the teaching practice of the course of “Criminal Investigation and Interrogation”.

The course has strong comprehensiveness and is closely related to disciplines such as Criminal Procedure Law, Social Psychology, Experimental Psychology, and Linguistics. Based on the content of textbook chapters, combined with the reality of preliminary trial work and interrogation work in public security practice, and in accordance with the process sequence of the preparation stage before investigative interrogation, the organization and implementation stage, and the stage of consolidating and reviewing results, the teaching content is roughly divided into modules including basic theory, legal provisions, steps of organization and implementation, analysis of psychological characteristics, strategic methods in the operation process, and consolidation of interrogation results.

The content of each module is relatively systematic while being relatively independent from one another. Therefore, modular teaching can well impart deeper content with different focuses to students, and is conducive to building a system for the course that is comprehensive in coverage, rich in types, progressive in levels, and mutually supportive.

(1). Basic theory module: enhancing criminal police's professional identity and stimulating their inner sense of responsibility and mission.

The basic theory module mainly teaches basic contents such as the concept, characteristics, functions, principles, research objects and disciplinary system of investigative interrogation. After understanding students' existing knowledge reserve, teachers first introduce some hot cases and emphasize the interrogation links in them, allowing students to intuitively perceive the important significance of investigative interrogation. Students will understand that the interrogation process

is often not smooth, and criminal suspects tend to resist stubbornly and defend themselves; at this point, students' admiration for the interrogation interrogators' spirit of facing difficulties head-on and perseverance is stimulated.

By showing interrogation clips from film and television works, students' interest in learning is aroused. When seeing experienced police officers with a strong presence, who can control the rhythm of interrogation, skillfully use strategies to ask questions and finally achieve a breakthrough, students can perceive the unique personal charm of police officers in interrogation positions and their adherence to fairness and justice. This can stimulate students' sense of mission and responsibility for the profession and help them establish a correct concept of law enforcement. During teaching, teachers should clarify that investigative interrogation is an indispensable and important link in the handling process of criminal cases and occupies an important position in the criminal procedure, which helps cultivate students' awareness of respecting, abiding by and revering the law.

(2). Legal provisions module: adhere to law-based law enforcement and uphold the original aspiration of legal fairness and justice.

This module mainly covers contents related to investigative interrogation, including relevant legal provisions, criminal policies, prohibitive legal regulations, criminal suspects' litigation rights and obligations, as well as lawyers' defense and legal assistance. As a module directly linked to laws and regulations such as the Criminal Law and the Criminal Procedure Law, it lays the legal foundation for the development and implementation of the entire investigative interrogation process, thus serving as a prerequisite and basis for students' learning.

First, teachers present students with a representative and typical unjust, false, or wrong case, enabling students to perceive the importance of legal provisions for investigative interrogation from a negative perspective. On the one hand, students can firmly establish awareness of law, evidence, and standardization. On the other hand, they can respect criminal suspects' due litigation rights when facing their recalcitrance, apply laws fairly and impartially to prosecute crimes, and develop awareness of strict, fair, and civilized law enforcement. At the same time, students will more strictly abide by various work regulations, develop awareness of discipline, confidentiality, and safety. On this basis, they will continuously improve their interrogation skills and cultivate the ability to think independently and solve problems proactively.

(3). Module on organization and implementation steps: cultivating students' work attitude of combining standardized law enforcement with flexible law enforcement.

This module mainly introduces the organization and command of investigative interrogation, preparation before interrogation, first interrogation, development and deepening of investigative interrogation, and the conclusion stage of interrogation. It is more practical, with the focus on cultivating students' ability to organize and conduct interrogations, as well as their teamwork ability to cooperate with team members in work.

First, a case scenario is set up for students to design an interrogation plan based on the given case and evidence clues. In this process, students should develop their ability of independent thinking, make thorough considerations and careful arrangements, and take into account possible emergency situations. This helps them cultivate a rigorous and meticulous work style, and a careful professional quality. Attention should be paid to the selection of cases in this process. The case teaching method is particularly important in the teaching of this module of the course. It is best to select fresh cases that are obtained from business units and conform to current crime characteristics, and then properly adapted by teachers to be presented as cases in classroom teaching. These cases include case materials in the form of transcripts, written case materials, and audio-visual case materials [12]. On the one hand, students can personally experience the heaviness and difficulty of police officers' work, and develop respect for the profession as well as a sense of responsibility and mission. On the other hand, they can go beyond the campus to broaden their horizons, improve their comprehensive quality, and grow into talents more adaptable to work positions.

Second, practical training sessions are added to the teaching of this module. Students enter the simulated interrogation room to take on roles, conduct an interrogation in a realistic manner based on the given case scenario, and keep good records of the interrogation process. After that, teachers comment on the implementation process and results of each group, and organize mutual evaluation among groups. The gains and losses are summarized during the review process [13]. In the process of practical operation, students experience that the work of investigative interrogators is rigorous yet flexible, and serious without losing adaptability.

(4). Module on psychological characteristics analysis: cultivating scientific, rigorous, meticulous and acute professional quality.

This module is closely related to social psychology and experimental psychology. It mainly covers content such as the personality characteristics of investigators, the negative psychology of

investigators, the psychological characteristics and influencing factors of criminal suspects, the obstacles to criminal suspects' confession psychology, the confession motivation of criminal suspects, and the psychological change process of criminal suspects during interrogation. It is not only a key part of this course, but also an important field for criminal investigation interrogation. Students have a strong interest in learning this module, but it is relatively difficult. Therefore, teachers need to enrich the forms of teaching organization, innovate the connotation of the content of our class and the real situation to achieve the teaching objectives. Teachers can show students several different response types of criminal suspects in the interrogation environment to stimulate their interest in learning.

In this process, combined with specific case types and the personal basic information of criminal suspects, students are organized into groups to discuss and describe the main psychological characteristics of suspects. Students need to have acute observation and quick responsiveness to timely capture the key and fleeting psychological changes of criminal suspects, and initially develop the professional quality of an investigative interrogator. At the same time, to deal with any possible situation in the interrogation scenario, students must accumulate rich knowledge and experience. During this process, they can conduct independent learning, strengthen their awareness of self-discipline, and improve their ability to analyze and solve problems as well as their ability to understand new things. In addition, students need to master scientific methods and take targeted measures to accurately identify the dominant psychological characteristics of criminal suspects at a certain stage and accurately grasp their psychological weaknesses, so as to prepare for subsequent work. Through case analysis and interactive demonstrations, students' acute insight and interpersonal skills (especially communication skills) are cultivated, and their scientific and rigorous professional quality is continuously strengthened.

In addition, during the learning process of this module, the course utilizes a distinctive experimental instrument – the polygraph, also known as the lie detector we are familiar with. Under the guidance of teachers, students learn about the scientific basis of lie detection, the principles of the polygraph, and its operating procedures. Afterwards, students work in groups to conduct practical operations. The operation session is divided into two parts: first, students perform relatively simple question-and-answer tests. Through a card-guessing activity, they experience the use of the polygraph and its role in investigative interrogation; second, students need to apply various lie detection methods under a more complex case background to obtain multiple relevant facts about the case. After these two steps, students can generally master the basic operating process and standards of the polygraph, laying the groundwork for its application in future work.

(5). Module on operational strategies and methods: enhancing skills and tempering students' willpower to take on heavy responsibilities and strive bravely.

This module is the most experience-based, flexible, and practical part of the course. It mainly covers the concept and structural system of investigative interrogation strategies, requirements for formulating interrogation strategies, common types of strategies, application of common strategies, and several common interrogation methods, serving as a core key chapter of the course [14].

When explaining, teachers start with the successful experience of typical cases, allowing students to understand the implementation conditions and effects of different interrogation strategies, and cultivating students' analytical judgment and logical thinking abilities. Students should be able to use the knowledge they have learned to select the optimal strategies, implement the most effective methods, and combine different methods to maximize their effects. They should also be able to judge the effectiveness of the implemented interrogation strategies and methods based on observing the psychological characteristics of criminal suspects, flexibly adjust strategies when appropriate, and dynamically select the optimal methods. In the practical operation session, students should simulate the high-pressure environment of interrogation as much as possible at this stage. The focus is on how to effectively apply relevant strategies and methods, and through dialogue and communication, prompt criminal suspects to confess truthfully while being able to control the rhythm of the interrogation. During this process, students need to have good communication skills and interpersonal skills, establish an appropriate interpersonal relationship with criminal suspects, and seize the opportunity to obtain confessions. At the same time, teachers should also use successful cases to explain to students during the operation that interrogation is a difficult process that will not be completed overnight. Encountering an interrogation deadlock is common. In such cases, students need to have a firm determination that fairness and justice will never be absent, possess a tenacious and hard-working work style, and maintain an indomitable will.

Conclusion

Talent cultivation in colleges and universities is a process that integrates moral education and professional education [15]. For public security colleges and universities, on the one hand, graduates need to master solid professional knowledge and skills, enabling them to initially address various urgent, difficult, dangerous, and important issues they may encounter at work. On the other hand, they must also possess corresponding willpower and personal qualities, standing at the forefront and setting an example when facing temptations or crises. Ultimately, they should become high-quality applied professionals with a firm stance and proficient professional skills.

This study takes the Course of “Criminal Investigation and Interrogation” as its research object. By analyzing the current situation of the course teaching, it proposes the construction of a multi-level system for teaching. It also advocates enhancing interview and interrogation skills for talent cultivation while improving students' excellent qualities through modular teaching. It is necessary to further refine the teaching paths and objectives of each module. For example, in the “Psychological Characteristics Analysis Module”, students are guided to proactively observe changes in the other party's psychological characteristics to strengthen the cultivation of scientific and rigorous professional literacy, while in the “Organization and Implementation Steps Module”, students are divided into groups for practical operations, and teachers summarize and comment on their performance, so as to cultivate students' awareness of integrating into team collaboration and standardized law enforcement. At the same time, attention should be paid to aligning with the laws of teaching, the development laws of public security professional work, and the development of the times. In addition, we should make full use of technological means to enrich teaching forms, such as incorporating new requirements for intelligent investigation and standardized law enforcement, so as to achieve synergy between school education and the cultivation of public security professional capabilities. In addition, it is also necessary to fully apply technological tools like VR-simulated interrogations, online case databases, and live-streamed court trials. These tools can break the limitations of traditional teaching, enrich teaching forms and interactive scenarios, and stimulate students' initiative in course learning [16]. Continuously optimizing teaching methods, keeping up with the pace of the times, and improving the efficiency and effectiveness of the course teaching are the core directions that must be consistently adhered to in the long-term development of the Course of “Criminal Investigation and Interrogation”.

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