

# Research on Innovative Model of Fire Management in Universities—Take Fire Safety Education as an Example

**Xu Tao**

*Nanjing Normal University Taizhou College, Jiangsu, Taizhou, China*

**Abstract:** *In recent years, safety accidents occur in colleges from time to time, and safety education has attracted more and more attention from universities and society. In the new era, the environment of colleges and universities is becoming increasingly complex. Teaching buildings, student dormitories, laboratories, dining halls, school hospitals, stadiums, campus supermarkets are all other places where the population gathers, but also the most serious safety risks, among which fire safety is a very important link. Therefore, under such a new normal, strengthening fire safety education has become particularly important. However, at the present stage, fire safety education still has many shortcomings, which need to be constantly improved and innovated. This paper discusses the improvement of college fire safety education from the perspective of innovative fire management mode.*

**Keywords:** *university; fire control management; innovation*

## 1. Introduction

In the "Reply to Proposal No.2880 of the Third Session of the 13th National People's Congress", the Ministry of Education proposed to strengthen the training of talents related to emergency management, and actively carry out the construction of online open courses in relevant fields. The state's measures to vigorously cultivate safety education professionals and open up safety education courses are good news for safety education in colleges and universities. Safety is no small matter, only from the macro to the micro, let every institution attaches importance to safety education, in order to really put safety into practice, fire safety education is the same.

## 2. Current situation of fire safety education in colleges and universities

The pace of improving fire safety education in China has never stopped. With the increasingly complex college environment, the Ministry of Education is constantly improving the top-level design of fire safety education, constantly implementing the fire safety education policies, and universities are constantly improving the safety education mode. The overall situation of fire safety education in colleges and universities is improving, but there are still some loopholes. It is urgent to innovate the fire safety education mode to lock the students' fire safety.

### 2.1 Problems existing in fire safety education in colleges and universities

#### 2.1.1 First, most college students have weak awareness of fire safety and a serious lack of vigilance

Incidents of students using illegal electrical appliances privately in dormitories often occur, and they are often indifferent to the school's safety education courses. These factors have greatly increased the potential safety hazards. For example, some students will use electrical appliances with heat and heat dissipation characteristics as a dryer to dry clothes; or move the alcohol lamp used in the laboratory to the bedroom to heat food and turn off the light; some students use it in physics experiments. The magnifying glass was taken out of the laboratory, but improper care caused the sunlight to focus and ignite combustibles indoors and outdoors, causing fires, etc.

#### 2.1.2 Second, the teacher team has a serious lack of awareness of fire safety education, and the degree of attention is low

Many teachers did not earnestly implement the promotion and publicity of fire safety knowledge;

fire safety education classrooms are often based on the book, and the fire safety education test papers are taken immediately after opening the paper, which has become a formal product.

### ***2.2 Fire safety education tends to be formalized and the content is thin and boring***

Fire safety education in colleges and universities is usually divided into several aspects, such as fire fighting knowledge classroom, fire fighting skill drill, and fire scene simulation training, but there are often many problems in this.

First, fire fighting knowledge classes are often boring and difficult to attract students' attention. This result also stems from the propaganda and education methods, rigid forms and machinery, which seriously affects the learning enthusiasm and interest of teachers, students, and staff; second, the content of fire safety classrooms is general and cannot be used for fire safety in students' daily lives. Give specific instructions; third, skill drills often fail to allow every student to have access to fire-fighting equipment, and the students' knowledge of fire-fighting equipment is not enough, let alone making students proficient in using fire-fighting equipment to solve practical problems; Fourth, the fire-fighting scene simulation training is relatively formal, and the number of simulation training is seriously insufficient. Students play around during the exercise, and the degree of attention is not high. As a result, students can't learn anything in the simulation exercise, and they are often at a loss when they encounter a fire. In summary, the results of fire safety education are not satisfactory.

### ***2.3 Outdated and inadequate maintenance of fire safety facilities***

Fire safety is a highly pragmatic, professional and technical management work. It not only requires a relatively complete management mechanism, but also the configuration and application of facilities and equipment, such as fire extinguishers and fire hydrants. Secondly, fire safety facilities and equipment need to be regularly inspected and replaced in time, but some colleges and universities do not have dedicated personnel responsible for timely inspection and maintenance of fire safety facilities, resulting in obsolete equipment and greatly reduced equipment utility. The fire-fighting safety equipment provided by colleges and universities is also relatively simple, usually only reserve fire extinguishers for emergency use, and the types of fire extinguishers are not complete. This makes it impossible to eliminate the fire from the source in time when a safety disaster is encountered, and the potential safety hazards are very serious.

### ***2.4 Insufficient professionals in fire safety education***

Fire safety education needs not only the promotion of simple fire protection knowledge by the teacher team, but also the objective analysis and evaluation of the overall situation of fire safety in colleges and universities by fire safety professionals, timely detection of fire safety vulnerabilities, and timely formulation of response strategies. At the same time, fire safety professionals are also needed to provide students with more professional, more detailed, and more life-oriented fire safety knowledge guidance, so as to enrich the fire safety knowledge reserve of college students.

However, the current distribution of fire safety professionals in various universities in our country is small, and the lack of professional talent echelon construction has led to endless fire safety problems in colleges and universities, but it is impossible to find and solve the problems, and to prevent the occurrence of disasters.

### ***2.5 The fire safety education system is not perfect***

Although most colleges and universities have set up their own fire safety education system and formulated related systems, they are not perfect enough to form a complete fire safety system. Some colleges and universities have also formulated detailed fire safety management systems, regulations, and standards. However, the level of implementation of the systems varies. For example, there are localized and one-sided problems in the implementation of the system; or theoretical publicity and oral education on fire safety account for In most cases, when it is necessary to organize faculty, staff or students to carry out safety education activities such as practical drills, relevant personnel will delay and shirk with various excuses, making safety education activities lose their proper meaning.

From this point of view, the fire safety of colleges and universities not only lack all-round supervision and dynamic monitoring of fire-fighting materials and fire-fighting hidden dangers, but

also lack the diversified means for the dissemination of fire-fighting knowledge and fire-fighting skills.

### **3. Countermeasures for fire safety education in colleges and universities**

#### ***3.1 Use multiple methods to enrich the content of fire safety education and enhance the awareness of fire safety***

Based on the problem of weak fire safety awareness among college students, colleges and universities should adopt a variety of methods to enhance students' awareness of fire safety and enrich the content of fire safety education. For example, playing positive and negative double example videos allows students to realize the importance of fire safety in real cases, and use serious cases to give students a real shock and increase perceptual experience.

Regularly organize college teachers to carry out fire safety education and study meetings, give priority to changing teachers' understanding of fire safety, increase teachers' importance to fire safety, and improve the level of teacher safety education. Only when teachers pay enough attention to fire safety and understand enough, can it be possible to give students a real fire safety class. Classroom education, autonomous learning, and visits and drills of fire safety knowledge should be incorporated into the school's teaching system.

Qualified colleges and universities can also organize teachers, students, faculty and staff to carry out public service or voluntary service. Including the provision of daily basic nursing care and auxiliary sports rehabilitation training for fire survivors and injured persons. The parties involved in the zero-distance contact event can also achieve the purpose of shocking education.

#### ***3.2 Innovate and diversify fire-fighting teaching methods, and use modern equipment to spread fire-fighting knowledge***

Make full use of the school's media tools, such as campus radio stations, campus Weibo school's QQ accounts, campus public accounts, campus warning banners, campus announcement columns, etc., to diversify and normalize fire protection knowledge and form a strong cultural atmosphere. Let students learn about safety, talk about safety, and form good behavior habits.

You can also create a fire safety atmosphere by inviting expert lectures, fire fighting courses into military training, 119 fire days, fire fighting drills and evacuation drills, fire games, fire safety knowledge contests, etc., to improve students' fire safety quality and ability, and achieve normalcy Chemical drills.

Appropriate introduction of new technologies to enhance the experience of simulation exercises.

For example, VR technology is appropriately introduced in fire simulation exercises to achieve a 360-degree immersive experience of real fire scenes. Not only will it not waste resources, but it can also give students the most authentic experience, which greatly enhances the interaction of students, mobilizes the enthusiasm of students to participate in the exercise, and makes the fire simulation exercise more interesting and effective. When carrying out fire safety education, it is necessary for teachers and students to implement close cooperation to jointly ensure the operability and simulation of fire safety education.

Fire safety education should not be limited to classroom education, but should go out of the classroom and explore the real answers in practice. Colleges and universities where conditions permit can regularly hold fire safety theme activities, except for traditional knowledge contests, safety drills and other activities, and can also cooperate with the fire brigade to move the classroom to a fully equipped fire brigade. Not only can students stay away from the dull air in the classroom, but everyone can really touch all kinds of fire-fighting equipment and learn how to use fire-fighting equipment in a relaxed environment. It is entertaining and entertaining. The things learned in this way are interesting and memorable.

#### ***3.3 Increase investment in fire safety education funds***

Under the new normal, safety education is the top priority. First, colleges and universities need to increase investment in fire safety education funds so that fire safety can be targeted; second, they need to strengthen the construction of fire fighting hardware facilities, regularly inspect and replace fire

fighting equipment, and regularly add necessary fire fighting equipment to ensure that fire fighting equipment will never be absent.

### ***3.4 Increase investment in professionals and strengthen the construction of firefighting teams***

The construction of a professional fire safety team requires the introduction of fire safety professionals and a fire safety consultant to promptly discover various problems in the implementation of fire safety in colleges and universities; secondly, it is necessary to build a professional fire safety team system to enhance the safety management function of the security office of colleges and universities, led by the Security Office, and various school organizations, such as the Student Union, actively assisted by the establishment of a fire safety management team. Trinity, eliminate dead corners of fire fighting, and gradually reduce hidden fire safety hazards.

### ***3.5 Establish and improve the fire safety system and improve the fire safety system***

Use the Internet of Things to monitor the status of fire-fighting equipment in real time, collect information on fire-fighting equipment in real time, and monitor various potential safety hazards in real time to minimize safety risks.

Establish and improve fire safety education, training, and supervision systems, from point to face, set up detailed rules and regulations, assign responsibilities to individuals, set up a fire safety reward and punishment system, and strengthen supervision settings at the system level. For example, strictly formulate a safety education and management system for the use of fire and electricity, and conduct key supervision and inspections in crowded areas, such as teaching buildings, dormitories, canteens, etc. In addition, we will make every effort to ensure the safety of laboratories, implement special personnel to supervise flammable and explosive hazardous chemicals and important materials and articles, adhere to daily and holiday safety inspections and inspections, and make timely rectifications to eliminate fire hazards.

At the system level, it is necessary to improve the number and frequency of regular inspections, random inspections, censuses, and other management tasks, as well as the corresponding departments, personnel, forms, and procedures. Normalization and long-term supervision and investigation will not only help to avoid blind spots in fire safety, but also an important measure to create a good safety management ecology.

## **4. Conclusion**

In short, fire safety education in colleges and universities cannot be ignored. It concerns the lives and property safety of teachers and students, and is an important prerequisite for normal teaching in colleges and universities. Colleges and universities should conscientiously implement fire safety policies, encourage students to understand fire protection in many ways, take multiple measures to improve students' fire protection skills, innovate fire safety education models, and continuously improve the fire safety management system, so that fire safety is truly implemented, and there are no dead ends. Zero hidden dangers, giving students a safe and healthy campus environment.

## **References**

- [1] Tao Lan, Yang Ming, Ji Dong, et al. *Research on the innovative model of fire protection management in colleges and universities under the new normal-Taking fire safety education as an example*[J]. *Science Herald*, 2015(19).
- [2] Xu Shaojian. *Research on fire management innovation under the new normal* [J]. *Chinese Science and Technology Journal Database (English Edition) Engineering Technology*, 2016(12):00320-00320.
- [3] Li Juan, Pang Qilin. *Fire safety education in colleges and universities under the "Internet+" model*[J]. *The Motherland*, 2018(20).