

Research on Actual Combat Teaching of Growth Cadre Cadets in Fire Colleges

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Abstract: This paper introduces the specific requirements of President Xi Jinping on the whole army training work, elaborated the main characteristics of actual combat teaching for growth cadre cadets in fire colleges, and put forward the general requirements and basic methods of actual combat teaching.

1. Introduction

At the end of 2012, during his inspection of troops in the Guangzhou Military Area Command, President Xi Jinping put forward specific requirements on the training of the entire army, which are "able to fight and able to win". This requires that when the fire rescue team conducts actual combat training, it is necessary to develop training plans nearby, focus on actual combat, test actual combat methods in scenarios similar to actual combat, and train excellent fire commanders. This requires that fire academies should combine the actual situation of training cadre cadets, grasp the characteristics of actual combat teaching, reasonably arrange the actual combat teaching content, optimize the form of training, and highlight the training of command ability in the approximate real fire fighting and rescue scenes.

2. The Main Characteristics of the Actual Combat Teaching of the Growth Cadre Cadets in Fire Colleges

2.1. The Pertinence of actual combat teaching purpose

The actual combat training is to improve the fighting ability of fire fighting and rescue, and the key to improve the fighting ability of fire fighting and rescue lies in the cultivation and improvement of command ability. The actual combat teaching of cadre cadets in fire colleges is mainly aimed at how to improve the actual combat command ability of commanders. At present, the emphasis on "actual combat" has a strong practical pertinence.

Specifically, the pertinence is reflected in: First, correct the long-standing disconnection between peacetime training and actual combat application; Second, correct the long-standing phenomenon of unilaterally downplaying peacetime training and emphasizing flexible handling in actual combat; The third is to solve the practical problems that the continuous development and change of fire accidents put forward higher requirements for fire fighting and rescue operations. Therefore, we should firmly establish the guiding ideology of "teaching for fire fighting and training for fire fighting". The teaching of actual combat training in colleges and universities should highlight the pertinence of actual combat training, overcome and correct the phenomena and practices that may exist in daily training to deviate from the training purpose, and improve the quality and benefit of training.

2.2. The simulation of actual combat teaching form

Whether the fire fighting skill training can be consistent with the actual combat in the future is the key to measure the success of the training. Colleges and universities emphasize actual combat teaching, which is to place teaching in the objective environment of approaching future real action, so as to ensure the training and teaching effect.

The simulation of actual combat teaching form is mainly reflected in three verisimilitude, that is, realistic teaching and training scene environment, realistic training process and realistic target requirements. Through three realistic, the students are brought into the simulation of real teaching and training scenes, effectively improve the effectiveness of teaching and training.

2.3. The diversity of actual combat teaching organization

With the development of social economy, fires and accidents are becoming more and more diversified. This requires that the actual combat teaching must integrate a variety of elements in one, the implementation of the full staff, the full installation, the whole element, the whole process of training, to improve the overall combat ability. The diversity of practical teaching organization is reflected in: the diversity of force formation, the multi-level nature of organization and command, and the diversity of support and guarantee.

2.4. Experimental nature of the actual combat teaching and training results

The actual combat training is the "pre-practice" of fire fighting and rescue operation, and the actual combat teaching is the "laboratory" of fire fighting and rescue operation. The purpose of actual combat teaching is to find the way leading to actual combat victory through scientific experiments. The experimental nature of the actual combat teaching results is mainly reflected in four aspects: innovating fire and rescue theory, promoting training reform, promoting equipment research and development, and optimizing training standards.

3. The Overall Requirements of the Actual Combat Teaching for the Growth Cadre Cadets of Fire Academies

The difficulty of actual combat teaching lies in how to design, study and practice actual combat and learn actual combat. All kinds of disasters and accidents are cruel, so the purpose of teaching in actual combat is to let students experience the nearly cruel disaster and accident scenes in the training ground of colleges and universities, master the treatment method and command process of all kinds of disasters and accidents, and master the requirements of carrying out the actual combat training of similar accidents. In general, the overall requirements of actual combat teaching in fire colleges are as follows:

3.1. Actual combat teaching should aim at cultivating students' command ability

College education cultivates the primary commanders of fire rescue teams. The most important characteristic of the cadets is that they have served in the grassroots fire and rescue teams for more than two years. They have completed the transformation from ordinary youth to qualified firefighters, basically reaching the standard of ordinary fire fighters. After the cadets enter the academies, they will mainly complete the transformation from qualified firefighters to qualified primary fire commanders at the grass-roots level. Therefore, the actual combat teaching in colleges and universities must aim at cultivating and improving the primary command ability of students.

3.2. The actual combat teaching should be led by the high degree of educational technology information

The teaching of actual combat should make full use of the network information platform, rely on the fire fighting and rescue operation training platform, and apply the network training method to the training practice universally. To be specific, it is necessary to realize the traction of information means from teaching information resources, computer-aided decision-making, network communication services, real-time action case evaluation and analysis.

First, to realize the informationization of teaching information resources. It is necessary to establish a highly informationized real-time dynamic updated teaching information resource system, organically combine firefighting colleges and universities with grassroots firefighting teams and scientific research institutions, and timely understand the talent training needs and technical needs of grassroots teams, collect, sort out and study the latest action cases, master the latest research

trends of fire research institutions, and form teaching information resources for teachers and students of fire colleges and universities to share.

Second, to realize the informatization of computer-aided decision-making. It is necessary to establish and improve the computer-aided decision-making information system to cover the common types of fires and accidents in the current fire fighting and rescue work of grass-roots fire teams, especially the types of hazardous chemicals. On the premise that students master the basic principles, methods and procedures, they can learn to directly call the computer-aided decision-making system, improve the benefits of practical teaching and training, and then improve the practical ability of fire brigade to carry out fire fighting and rescue tasks.

Third, to realize network communication service informatization. Continuously improve the level of network communication service informatization, actively adapt to the requirements of fire fighting and rescue operations and training requirements under the conditions of informatization, strengthen the trainees' operation ability of network technology and application, digital map use, satellite navigation and positioning system and command and control system.

3.3. The teaching of actual combat should take the simulation of training scene as the main means

The actual combat teaching in colleges and universities should actively create highly simulated simulation and virtual reality training scenes, which is not only conducive to cultivating and training the students' decisive style and fighting spirit, but also conducive to improving and enhancing the students' ability and quality to handle fire accidents under complex conditions. In practical teaching and training, think of dangerous cases, create realistic scenes and create a tense atmosphere, so that students can consciously demand themselves according to practical standards, let them devote themselves, full energy and full energy to training, and consciously give up the false style of drilling loopholes and taking shortcuts, as well as the bad style of "looking at practice" and "running a dragon's trap", So as to strengthen the practice of training.

4. The Basic Method of Actual Combat Teaching for Growth Cadre Cadets in Fire Colleges

The actual combat teaching should be based on the training of the students' Initial Operational Capability, according to the requirements of step-by-step training and gradual integration, it should focus on the fire fighting and rescue action cases discussion training, scenario training, base concentration training and tournament against training, and constantly innovate the training concept, training mode and methods to improve the quality of the actual combat teaching.

4.1. Fire fighting and rescue case study training method

Case study training method refers to a practical teaching method that summarizes the fire fighting and rescue cases that have occurred, selects the more typical cases, and organizes personnel to analyze, study and discuss them.

The battle case study and training method truthfully restored the process of occurrence, development, fire fighting, rescue and completion of fire fighting and rescue operations, and comprehensively analyzed the acceptance of alarm, mobilization and dispatch, operation deployment and organization and command, tactical application and technical equipment application, coordinated operation and operation support from the perspective of an independent third person According to the situation of on-site discipline and action style, the on-site force deployment map is drawn, and the gains and losses of actions and lessons learned are summarized.

4.2. Scenario operation training method

Scenario operation training method is an operation method for trainees to imagine the deployment of fire-fighting and rescue operations according to the hypothetical fire scene or disaster accident scene and the principles and methods of fire-fighting and rescue tactics. It is mainly used to cultivate the professional quality of commanders at all levels and improve their organization and command ability in the fire scene.

Scenario operation consists of three parts: attempt to file a case, basic scenario and supplementary scenario. The implementation of scenario operation is a fire fighting and rescue operation command training activity, which is a transformation process from knowledge to ability. There are three main methods to implement scenario work: first, collective work, that is, trainees participate in the training in the same identity and complete the work independently after collective discussion; The second is the marshalling operation, that is, the operation carried out by the trainees after marshalling according to different positions, so as to enhance the coordination and command awareness of the trainees and improve the command ability of the trainees with different roles; The third is the problem assignment, that is, the new assignment based on the completion of a training problem. This kind of training is carried out on the basis of completion, with short time, great difficulty and high requirements.

4.3. Base training method

The base training method refers to concentrating the trainees on the training base, using various means to simulate the scene of various disasters and accidents, carrying out real equipment and combat training, and mastering the handling methods and command processes of various disasters and accidents.

According to the different teaching and training contents and organizational forms, the centralized training in the base can be divided into single body skill training, team synthetic training and integrated squadron synthetic training. Single body skill training solves the problems of physical fitness, skills, equipment application and other ability needs of a single firefighter in the process of action; The team synthetic training adopts the way of tackling key problems and combining them, and focuses on improving the team command ability of students; The integrated training of the whole organic squadron is an action unit that combines several teams into a whole on the basis of team integrated training to train the students' on-site integrated command ability.

4.4. Competition and confrontation training method

Competition and confrontation training method refers to the introduction of the form of competition into actual combat teaching, so that students can teach and train in a competitive state, so as to improve students' enthusiasm to participate in teaching and training and improve teaching effect.

Martial arts competition training can take many levels, such as single person confrontation, team confrontation and squadron confrontation. The training content can cover basic physical fitness, applied physical fitness, equipment operation, hypothetical operation, team synthesis or squadron synthesis.

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