

The Research on New Teaching Team Construction in Employment Education College

Baichun Yang
Army Academy
Amored Forces
Changchun ,China
13844990023@139.cn

Hairui Gu*
Army Academy
Amored Forces
Changchun ,China
15304458342@189.cn

Abstract—The 15th army Academy conference made the strategic decision of the military academy education from academic education to job education, which made the deepening of job education reform a new subject in the education development of our military academy. Based on the function of post education, this paper puts forward some suggestions on the new teaching team of post education in military institutions. The new teaching team pays more attention to joint teaching between institutions and troops and agencies. The establishment of a new type of teaching team composed of institutions, troops, organs and trainees, and the full inclusion of personnel familiar with the force and with practical experience into the teaching team can effectively solve problems such as the lack of practical experience and lagging behind in the teaching content of the teaching staff. It provides a feasible way for the education institutions to carry out joint education training with the troops.

Keywords—Employment education, New type, Teaching team, Construction

I. FUNCTIONS OF FORCE EDUCATION

Military service education is undoubtedly one of the branches of higher education, so let's start with the function of education. The function of education is the function and effectiveness of education. It is well known that higher education has three functions: teaching-training specialized personnel, training talents is the fundamental mission of higher education; Scientific research-the development of science is an important function of higher education; Social service -- serving society is an extension of the function of higher education. Therefore, from the general point of view, military service education should also have the basic function of general higher education. The basic functions of military education can also be divided into three levels, namely: teaching-training professional military personnel; Scientific research-development of military science; Social services -- serving regional defense.

Teaching and educating people is the fundamental mission of ordinary higher education and the basic function of military service education. It is mainly reflected in the promotion of individual socialization and individual personalization. The so-called individual socialization means that the new students who have just entered the Institute of Education must accept the military culture as soon as possible and become soldiers. The main manifestation is that students acquire military culture and learn to serve as soldiers. The socialization of individuals is particularly important for those who first come into contact with the troops. The so-called individual personalization means that students should form their own professional skills and unique psychological qualities in the process of learning. Force education should guide the students to choose the appropriate development direction and lay the foundation for the students' lifelong development. The scientific research of the military education institutions is a necessary condition for the development of institutions and is also a need for military development. The military education institutions can use their own unique advantages to combine practice and develop scientific research to provide more practical suggestions for military development. The implementation of the principle of unity between scientific research, teaching and training, and military development is conducive to improving the quality of teachers and teaching, and is also conducive to the development of service troops. More importantly, scientific research in educational institutions is an effective means to develop students' independent work and creative abilities. Education institutions and institutions employed by the armed forces shall focus on their priorities and give full play to their advantages so as to form unique scientific research. The social services of military education institutions refer to the use of their own characteristics to participate in various activities related to local defense in addition to the training tasks stipulated by the military. In addition, military education institutions can play a more important role in promoting the political socialization of citizens and maintaining social and political stability.

II. THE IMPORTANCE OF BUILDING A NEW TEACHING TEAM

After understanding the function of education in military service, we realize that to realize the reform of the military education system and achieve high-quality education and training in service, we can not do without a high-quality education team. Only with a reasonable education team, flexible and diverse teaching methods, and advanced information teaching facilities and means, can we train qualified talents more effectively. The problem of the disconnection between the classroom content of the existing teaching team and the actual force is still more prominent. The basic reason is that the development and change of the troops are continuous, and the teachers' energy for the troops is after all limited. A new teaching team in an educational institution is a joint teaching organization composed of full-time teachers and troops, institutions, and trainees who jointly assume teaching responsibilities. Compared with the traditional teaching team, the new teaching team, in addition to the characteristics of the general teaching team, pays more attention to the exploitation and utilization of external teaching

resources in institutions, and pays more attention to joint teaching between institutions and troops and institutions. It is of great significance to make up for the lack of experience of teachers in colleges and universities and to solve the problem that classroom teaching lags behind the practice of troops.

III. THE BASIC IDEA OF ESTABLISHING A NEW TEACHING TEAM

Should have specific teaching objectives. Generally speaking, the teaching objectives of the teaching of employment education are divided into five levels: teaching goals, teaching goals of institutions, curriculum teaching goals, unit teaching goals, and teaching goals for class hours. The overall goal of teaching is the highest level of teaching goals, which are stipulated by the headquarters and reflect the educational goals and training goals of the military colleges and universities, and meet the needs of the military construction and the need to "be able to fight and win battles." The objective of the unit teaching is to organize the division of the relatively complete teaching content of the course by the curriculum designer or teacher. It reflects the overall view of the curriculum or teacher on the structure of a course or concept. The specific teaching goals to be completed by the new teaching team mainly refer to the unit teaching goals. This is because the teaching goals to be completed by the new teaching team are not to cover a subject or a course, but one or more teaching units. Since the teaching content of the teaching goal of the unit is decomposable and operable, some mainly focus on explaining the basic principles and other contents that are not closely related to the actual force, and some focus on business skills, new warfare methods, and other closely related to the actual content of the force. It is possible to form a specific unit teaching goal and set up a corresponding teaching team to form a close connection with the actual content of the troops, so as to facilitate joint teaching between the institutions and the troops and agencies.

The personnel structure should be diversified. One of the main aims of the new teaching team is to make up for the lack of actual experience of the teachers and answer the problems of the troops. In addition to teachers in colleges and universities, the personnel who are suitable for teaching in the troops and agencies are indispensable members of the team, and they are also the main features of the new teaching team that distinguish it from the traditional teaching team. Therefore, the new teaching team should be based on full-time teachers in colleges and universities, and must be supplemented by instructors and part-time teachers from troops and agencies. Since most of the trainees in educational institutions have worked in the military for many years, they have accumulated a wealth of practical experience in the military. They can be both students and members of the teaching team during their studies. Of course, in order to ensure that students who undertake teaching tasks do not delay their normal studies and achieve a shift to the role of teachers, the teaching team may, according to the contents of the current training, arrange for the introduction of special teaching content such as new conditions, new issues, and experience in the troops. Evaluation of learning results according to the teaching effect, and included in the final examination of the student.

The composition should be flexible and diverse. The new teaching team is formed according to the needs of teaching tasks and terminates with the completion of teaching tasks. If the teaching task is relatively fixed, the teaching team can be relatively stable. Team members are not limited to the faculty of the college. Those who can meet the teaching goals and requirements can be included in the new teaching team. Institutions can employ the following three forms when they hire part-time teachers from outside the teaching team. Adjunct professors, as an ordinary teacher during their studies, serve as lectures on a module or topic of a normal teaching shift. They have a schedule and a plan and are incorporated into normal teaching procedures. The second is the visiting professor system. Adjunct professors mainly undertake one or more special lectures. The length of school time is not fixed. The content of special lectures is included in the plan and regular participation in the teaching team collectively prepares lessons. The third is the acceptance of the examiner system. Part-time teachers are mainly responsible for the assessment work of college students, and jointly with the colleges and universities, the quality of the graduates of the students, and also the assessment of the effectiveness of education and teaching in the institutions. Such part-time teachers should hire more personnel from the business Department of the agency.

IV. THE KEY LINK TO CONSTRUCT A NEW TEACHING TEAM

Teaching team work contract. The conclusion of the agreement is a new type of teaching team that is different from the traditional teaching team. The purpose is to clarify the rights and obligations of institutions and off-campus employed units and part-time teachers in joint teaching, and to ensure the normal and orderly development of teaching team work. Colleges and universities shall, according to the teaching needs, identify in advance the suitable candidates for teaching work in the troops and agencies, prepare plans for hiring part-time teachers, and take the initiative to contact the employed units. Colleges and universities shall, after proper consultation with the employing units, sign work contracts in a timely manner, issue letters of appointment to part-time teachers, and issue teaching tasks. Signing the contract marks the formation of a new teaching team, and the end of the contract implementation means that the new teaching team automatically dissolves. Interdepartmental faculty members and trainees may be recruited into the team without signing a contract, and the competent Department of the institution shall coordinate and issue a teaching task statement to clarify the work content and requirements.

Selection of Head of Teaching Team. The team leader is the leader of the new teaching team. The team leader is the spiritual leader of the team and determines the direction of team development and the degree of harmony among team members. Therefore, the leader of the team should be an influential expert professor in a certain discipline. In addition to his strong teaching ability and scientific research level, he should also have strong leadership, inspiration, affinity, and high moral character. Strict academic attitude, rich teaching experience, innovative teaching ideas, strong sense of responsibility, good at mobilizing the enthusiasm and initiative of team members. To introduce a competition mechanism, the leaders can be expert professors, instructors, and troops. Take as team leader those who have character, ability, thought and responsibility. Pay attention to the shaping of cultural atmosphere. To establish a good team culture, we must have academic freedom and the spirit

of "Hai Na Bai Chuan, Rong Na Da". We encourage each member to speak freely and let flowers bloom. We must be innovative and critical, dare to question existing conclusions, and constantly promote the development of disciplines; To have a spirit of cooperation, to promote mutual support, coordination and overall situation among the team members, willing to strive to achieve the team's common vision and specific goals; We must be rigorous and proactive in learning, overcome negative tendencies such as academic corruption and academic fraud, and create a suitable environment for the professional development of teachers and the all-round development of students.

Focus on group lesson preparation for the teaching team. Collective lesson preparation is the key link of the new teaching team to carry out teaching activities. It is also an important way for full-time teachers in colleges to understand the new situation of the troops and learn new experience from the troops. Through the collective preparation of courses, college faculty members can conduct face-to-face in-depth discussions and exchanges with part-time faculty members of the armed forces and organs to understand in detail the problems and needs of the armed forces. Overcoming the fact that the teachers of colleges and universities often go to the army for investigation and study because of the short time, the busy training of the military work and so on. The collective preparation of lessons is generally presided over by the head of the teaching team. According to the personnel training program and curriculum standards, we must organize various modules and thematic instructors in a planned and step-by-step manner, concentrate on preparing teaching plans and making courseware for classroom teaching, conduct trial teaching on a case-by-case basis, and jointly study and check the gates. Help the lecturer to grasp the main line and context of teaching, to clarify the purpose and standards of teaching, and to clarify the important difficulties in teaching. In particular, we should fully listen to the opinions and suggestions of part-time teachers in the armed forces and organs, and pay attention to new situations, problems, and new technologies that attract troops. In the course of collective lesson preparation, team members are both the process of studying problems together and the process of learning from each other.

Improved assessment and incentive mechanisms. Scientific, effective, fair and just evaluation and incentive systems are necessary to maintain the vitality and strong appeal of the teaching team, and to produce high quality and influential results. The evaluation should take mid-term inspection and final evaluation as the means, promote the team to produce more iconic teaching results as the core, and improve the quality of talent training. It is necessary to pay attention to the evaluation of the team's final results, but also pay attention to the phased effectiveness evaluation of the process, promote the continuous improvement of team building and form a virtuous circle. Through the evaluation, the leader and members of the teaching team with outstanding achievements and great contributions should be rewarded, and the part-time teachers should be informed of the unit and put forward rewards and suggestions, resulting in a demonstration guide effect. For members who are not fit to continue working in the team, make timely adjustments.

V. CONCLUSION

Finally, the construction of the new teaching team in the university may break the boundaries of the military and carry out its team building with a more macroscopic perspective. If colleges and universities can effectively use advanced information technology to develop teaching teams across the country and even the world, realize resource sharing, talent sharing, and complementary advantages, then the teaching team construction of the institutions in office will inevitably create a new situation.

REFERENCES

- [1] H Cheng,Y Ma and K He:Higher Education in Chemical Engineering,Study on Construction and Culture of Young Teacher's Team in Pharmaceutical Engineering Specialty of Independent College.,2010.
- [2] XP Wang:Value Engineering,Construction of Teaching Management Team in Independent College under Incentive Theory,2013.
- [3] S Wu:Science Education Article Collects,Exploration on "Dual-ability" Teacher Team Construction in Independent Colleges:A Case Study on Wentian College of Hohai University.,2017.
- [4] L Lin:Journal of Jilin Teachers Institute of Engineering & Technology,A Study on the Problems in the Construction of Teaching Team in Independent Colleges and Countermeasures.,2016.
- [5] Q Liu,WS Zhang,WU Xin-Hui and etc:Medicine Teaching in University,Construction Course of Teaching Center of Medical Functional Experiment in Independent College(2)——Experimental Teaching Management,Content Reform and Team Construction.,2016.
- [6] H Huo:Science Education Article Collects,Research on the Problems and Countermeasures of the Team Construction of Non-authorized Teaching and Administrative Staff in Colleges and Universities.,2017.
- [7] L Zhu,X Yang and HV Amp:Guide of Science & Education,Predicaments and Countermeasures of Implementing Innovation and Entrepreneurship Education in Higher Vocational Colleges.,2018.