

Research on Training of Support Personnel in Colleges and Reserve Forces Based on Joint Training

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Keywords: Joint Training, Personnel Training, Reserve Forces

Abstract: Joint training is an important measure of teaching reform in military colleges and universities. It plays a vital role in support personnel training of Reserve forces that colleges and Reserve forces work together to complete joint training. This paper starts from the essential characteristics of support personnel training in colleges and Reserve forces based on joint training. This paper analyzes and finds the basic positioning of support personnel training in colleges and Reserve forces based on joint training, and puts forward the main ways of personnel training of Reserve forces under this positioning, and tries to provide useful references for the better training of support personnel in colleges and Reserve forces.

1. Introduction

The training of support personnel in colleges and reserve forces based on joint training is a teaching and training activity jointly implemented by colleges and troops. Its core is to train high-quality personnel of support, and the purpose is to ensure that support personnel can serve for the fundamental goal of PLA. The goal is being able to fight and win wars. It is the improvement and supplement of the existing support personnel training system. It is the expansion of the current support personnel training mode.

2. The Essential Characteristics of Support Personnel Training in Colleges and Reserve Forces Based on Joint Training

The first is commonality. The colleges are the main training body of support personnel, and Reserve forces are auxiliary. Although their main tasks are different, the fundamental goal of support personnel training is the same. The college teaching goal and the army training goal are unified into the fundamental goal of "training for war", which is the choice of training content, training mode and training method for the same support personnel in different periods and different environments. This determines that the content of teaching and training between the colleges and the army is complementary and interconnected, and the training means are mutual learning and each has its own strengths, which constitutes a complete content system for the training of support personnel in the colleges and the Reserve forces.

The second is continuity. It is necessary to clarify the tasks, methods and standards of joint training between the army and the colleges, and each assumes its own responsibilities. On the basis of mutual exchange, the continuous training content is realized, so that the support personnel can learn more systematically. The growth of support personnel is a spiraling process from theory - practice - theory - practice, and also a process of constantly improving the level of support^[1]. In this process, there is not only the process of learning theoretical knowledge in colleges and universities, but also the process of digestion, understanding, and combining theory with practice in the army. Therefore, the training of single support personnel should be jointly implemented by colleges and troops, and the training of colleges and universities should be extended to the post stage of the army,

and the training of troops should be linked with the post training of higher level colleges and universities, so as to achieve a virtuous cycle. Thus, colleges and troops jointly form a good atmosphere of joint training.

The third is interactivity. The training of support personnel in colleges and Reserve forces based on joint training is a joint interaction between colleges and troops, a joint action of cross-unit and departmental cooperation, interdisciplinary professional docking, cross-regional organization, and an organic integration and two-way interaction of education and training resources. It connects the theoretical education of colleges and universities with the practical training of the army, promotes the organic integration of theory and practice, and extends the tentacles of education from the classroom of colleges and universities to the training ground of the army. At the same time, the army takes practice-based training as a platform to improve the practical ability of students, test the practical ability of students, comprehensively improve the comprehensive quality of students, and lay a solid foundation for meeting the needs of the army post.

The fourth is diversity. The pluralism of joint training, which mainly includes colleges and troops, is reflected in many aspects. The diversity of existing training levels includes post training, academic education and non-commissioned officer post training. There is also a diversity of training contents, including basic theory, professional knowledge, practical skills, joint implementation of real-armed exercises with the troops, using the high-tech weapons and equipment of the troops, training reform results for on-the-ground theoretical teaching and other joint training content. There is also the diversity of the organization method of joint training, which can be implemented with fixed units, regional division of joint training according to the region, and can also be implemented according to the major tasks undertaken by the institutions and troops.

3. The Basic Positioning of The Training of Support Personnel in Colleges and Reserve Forces Based on Joint Training

3.1. Educate personnel through joint efforts is the value orientation of personnel training

The training of support personnel in colleges and Reserve forces based on joint training breaks through the traditional education model of a single college with its own system and self-isolation. It combines the teaching objectives, procedures, organizational forms, methods and means of joint training, and gradually shows the interrelationship between their various parts with the passage of time and space. Make modern education training theory and education training practice in many points. In the process of training, the closely related innovative development of observation and learning, joint teaching, joint exercise and joint research is related to the deep popularity of the idea of "joint war must be joint training". It is also related to the popularity and application of core educational concepts such as "people-oriented", "learning as the main body", "focusing on practice" and the educational value orientation of "close to military struggle preparation, close to army construction, close to the post, close to the growth and development of students". If the training of support personnel do not implement these new ideas and new concepts, the training and teaching of support personnel in colleges and Reserve forces based on joint training will be difficult to get rid of the shackles which are "teacher center, classroom center, knowledge center" and "a single institution, a single arm, a single training institution".

3.2. Practical teaching is the essential attribute of personnel training

The training of support personnel in colleges and Reserve forces based on joint training must establish a practical teaching system with the characteristics of military colleges. It reflects the inevitable trend of education mode reform. The training of support personnel in colleges and Reserve forces based on joint training is oriented by ability training, close to the actual situation of the army, close to the post needs, close to combat training, close to the development of equipment, extending the classroom to the training ground, pushing the students to the front line of the army, generating ability and increasing ability in the actual exercise, and becoming an effective way to innovate the employment education model. As an important part of the practical teaching system,

the training of support personnel in colleges and Reserve forces based on joint training focuses on highlighting the position orientation and practical application. The first way is enrichment of the content of practical teaching. The training of support personnel always maintain the same frequency resonance of teaching content and practice development, follow up and synchronize, enrich the most fresh training results and training experience of the army into the teaching content in a timely manner, apply the new command information system to drill operation, and integrate the latest theoretical research results into the teaching practice. The second way is improvement of practical teaching methods and means. The training of support personnel abandon the "solo" teaching in colleges and universities, play a multi-party joint "symphony", realize the combination of local teaching and online teaching, the combination of independent research and joint research, the combination of unilateral work and antagonistic work, the combination of simulation exercise and real military exercise, and build an open and diverse, diverse and distinctive practical teaching method system. The third way is optimization of the practical teaching force. The ways include building a practical platform for the exchange of college teachers and military personnel, providing opportunities for two-way communication, and smoothing two-way communication channels. The training of support personnel should let the army personnel directly enter the practice teaching, optimize the team structure, and introduce "living water" and inject "vitality" into the teaching of colleges and universities; The training of support personnel should let the college teachers directly enter the army training, broaden the field of knowledge, accumulate practical experience, stimulate the "potential", enhance the "function", and improve the practical teaching ability and level of the college teachers.

3.3. Sharing resources is an important basis for personnel training

The training of support personnel in colleges and Reserve forces based on joint training can rationally allocate human resources, optimize the combination of material resources, greatly improve the ability of organizing training and teaching, and fully improve the teaching and training environment. Due to long-term extensive allocation and management, resource shortage and idle waste coexist^[2]. Based on the existing basic conditions, starting from the overall situation, and fully considering the allocation of various resources of colleges and troops, each college is required to optimize its own internal resources, give full play to its professional strengths, complete related teaching support tasks, and improve the utilization rate of various teaching venues, laboratories, and teaching equipment and facilities. The training of support personnel in colleges and Reserve forces based on joint training is based on the information resource needs of the troops and colleges, and takes the efficiency and effect of information resource allocation as the pointer, adjusting the current distribution and distribution expectations of information resources, focusing on stock allocation, and giving full play to the benefits of various information resources through the flow and adjustment of information resources between different regions and units. The training of support personnel realize the sharing of information resources of joint training, greatly improve the utilization efficiency of information resources, and realize the value-added of knowledge and information.

3.4. The basic means of personnel training is comprehensive integration

Training command based on information system, training coordination based on information sharing, and training support by means of information technology are not only an important part of the reform of military training, but also an inevitable requirement for the innovative development of support personnel training of colleges and Reserve forces based on joint training. Focusing on giving full play to the leading role of information and forming the function of network aggregation, accurately grasp the characteristics and requirements of integrated training, and reflect the information system into all aspects of content design, force formation, environmental construction, guidance and decision, quality assessment, etc., which is a reliable guarantee to improve the training level and efficiency of support personnel training of colleges and Reserve forces based on joint training.

4. The Main Ways of Support Personnel Training in Colleges and Reserve Forces Based on Joint Training

4.1. Closely for the security task, to innovate the concept of joint training for personnel training

With the continuous deepening and development of general assembly security work, all kinds of security posts at all levels have put forward higher requirements for the working ability, and the job demand has gradually changed from the traditional single ability to the compound ability. Through the implementation and detailed analysis of the classification of support tasks, three representative tasks of use, maintenance and management are extracted from the post business, and the ability training of support personnel is divided into three aspects of use, maintenance and management, and this concept is integrated into the practice of joint training. The direction of use is the sum of the various events experienced by the troops from the time they receive the equipment to the time they are scrapped; Maintenance direction refers to all working technical measures taken to maintain or restore the specified state of the equipment and extend the service life; The direction of management is to coordinate and promote the five elements of human, financial, material, information and time in management to obtain the best results. The integrated training mode of use, maintenance and management not only integrates the three kinds of work ability cultivation, but also integrates teaching, learning and doing, which helps to overcome the disadvantages of the traditional training mode in which the main line of various ability cultivation is isolated from each other and the disconnection between theory and practice teaching, and a large number of reflective teaching links can be added to teaching practice activities. The integrated training mode embody the purpose of theoretical teaching serving post practice. To carry out joint training under the integrated training mode of use, maintenance and management, it is necessary to have the skills and professional knowledge needed for business work in terms of professional ability, that is, to learn knowledge and skills; In terms of method ability, we should have the working methods and learning methods needed for business work, that is, learn to work and learn to learn. The ability to engage in business work needs to have the norms of behavior and values, that is, learn to coexist and learn to be a man.

4.2. Closely for the formation of ability, to build a joint training curriculum system based on ability orientation and work

The focus of curriculum construction in the college is to break out of the structure of traditional subject knowledge system in the design and arrangement of course content, and develop courses and textbooks based on the working process, which can be understood as the cognitive process of equipment or the formation process of comprehensive ability of use, maintenance and management. The selection of course content is mainly based on process knowledge, supplemented by declarative knowledge, based on practical application experience and strategy acquisition, supplemented by appropriate and adequate concept and principle understanding. The sequence of the course content adopts a serial structure to teach the relevant course content for each working process of the action sequence, so as to realize the integration of practical skills and theoretical knowledge. With the working process as the main line, the course is no longer based on the reproduction and reproduction of static theoretical knowledge of the subject system, but more focused on the generation and improvement of practical skills of the dynamic action system. For example, the maintenance major includes the main courses such as structure, component repair, and comprehensive repair, and the students master the composition, function and basic use and maintenance methods according to the cognitive process of equipment; The students master the relevant repair standards and the use of machinery and tools according to the disassembly and repair process of components (units); The students master the whole process of equipment (system) maintenance planning, management, repair and completion test according to the technical requirements of medium and small repair.

4.3. Closely for the war and teaching war, to create a teaching and research teacher team for "double teacher"

Promote the integrated development of the use, maintenance and management of teachers, and build a high-quality "double-qualified" teacher team that adapts to the needs of joint training tasks in accordance with the principles of excellent quality, complete professionalism and reasonable structure. The understanding of "double teacher" is not only to have two professional and technical titles, but also a series of basic requirements of ability and quality: not only to have a solid theoretical foundation, to meet the qualifications of higher education, but also to have strong professional practice ability and corresponding practical work experience; It can not only guide the completion of design, planning and decision-making work, but also cultivate the comprehensive ability of use, maintenance and management of students at the work site. The construction of "double-qualified" teaching staff first is to build a reasonable internal organization, with both full-time teachers and part-time teachers; There are both teachers who can engage in technical practice and technical experts who can undertake teaching tasks. The second is to expand a wide range of external channels, with the help of joint training to build a practice base for teachers' tenure and acting positions, introduce outstanding army cadres through multiple channels to enrich the ranks of education and teachers, and optimize the structure of experience, education, and professional titles. The third is to actively promote teaching integrity and academic integrity to a higher level, and put forward four realms of a lesson in the teaching process, namely, "Let a lesson be full of information, let each information be a fact, let a series of facts constitute a system, and let students improve their comprehensive ability in the system". In the process of carrying out joint training activities, teachers are encouraged to act as the organizer and coordinator of the teaching process, become the designer of the learning situation, and gradually change their work mode to consultation and help.

5. Conclusions

In this paper, we start from the essential characteristics of support personnel training in colleges and Reserve forces based on joint training. This paper analyzes and finds the basic positioning of support personnel training in colleges and Reserve forces based on joint training, and puts forward the main ways of personnel training of Reserve forces under this positioning.

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