

Discussion on Practical Teaching Style in the NCO Academy

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Keywords: NCO Academy, Practical teaching, Type style

Abstract: Practice teaching and theory teaching complement each other and form a complete teaching system. This paper probes into nine modes of practical teaching in sergeant colleges and universities, so as to provide reference for education and teaching in the NCO Academy.

1. Introduction

The training objects of NCO are mainly three levels: non-commissioned officers in vocational education, pre-selected officers and upgraded officers. Their practical teaching can be summarized as nine types: self-study, case teaching, experimental teaching, practical training, simulation training, post practice, comprehensive drilling and joint training.

2. Autonomous learning

The so-called "autonomous learning" training refers to the exploratory learning activities of cadets in equipment maintenance to expand the maintenance skills of other types of equipment on the basis of systematically learning and mastering one or more types of equipment maintenance skills. This learning activity starts from the needs of post skills, and decides on learning topics independently, in the form of individual or group cooperation. Through personal practice, acquire direct experience and skills, and explore the self-learning methods of equipment maintenance skills, improve the ability of comprehensive use of knowledge to solve maintenance problems. Through the interaction, cooperation and consultation between teachers and students, students and students, the ability to solve problems is promoted, and the students' learning is deepened and expanded. Simply put, "autonomous learning" training is under the guidance of teachers, autonomous choice to learn the maintenance skills of certain equipment. Students actively apply knowledge, acquire skills and solve problems in the whole learning process, so as to achieve the opposite effect.

3. Case teaching

Case teaching aims at the knowledge that needs individual experience and perception, and chooses typical events as cases, and carries on the analysis and research to the specific problems. It embodies the practical teaching ideas of ability center, student-centered, self-construction and heuristic. In organizing case teaching, it is usually carried out in the form of small class discussion according to the procedures and requirements of "teaching preparation, assignment, individual learning, group research, classroom discussion, summary and comment", and is carried out step by step according to the implementation plan. Teachers should pay attention to the following points when organizing case teaching: First, carefully select cases. Case selection should adopt different cases according to different teaching purposes. Second, do pre-school homework. It is necessary to refine the case materials so that the content is detailed, concise, understandable and enlightening. Third, we should guide the discussion correctly. Lead the students to speak freely, in the group, divergent, multi-angle analysis and discussion of cases, dare to let the students argue freely, be good at controlling the discussion process, and ensure that the classroom discussion develops in the right direction.

4. Teaching in situ

In-situ teaching is based on the needs of teaching content, in-situ teaching combined with natural reality, reality, physical objects and so on. Compared with other teaching modes, local teaching emphasizes task traction and practical operation. In organizing local teaching, we should pay attention to the following four points: first, paying attention to visiting guidance, second, paying attention to teaching guidance, third, strengthening the combination of research and practice, and fourth, strengthening teaching summary.

5. Experimental teaching

The experimental teaching is a kind of teaching which uses the experimental method to discover and verify knowledge. Compared with other teaching modes, experimental teaching highlights the concept of combining theory with practice and operation. It is a practical teaching mode that guides students to use various carriers and media to comprehensively analyze problems and solve problems relying on the experimental sites of colleges or troops. The organization of experimental teaching is usually carried out in the form of organization according to the procedures and requirements of "experiment preparation, experiment implementation, summary and comment". Its purpose is to cultivate students' scientific attitude, rigorous style and comprehensive ability to apply knowledge and innovate in practice, so as to improve students' ability and quality in an all-round way. Organizing experimental teaching should mainly grasp three points: first, optimizing experimental contents, second, expanding platform functions, and third, giving full play to the main role of students.

6. Practical Teaching

Practical teaching is the general name of practical teaching and practical teaching. It refers to the educational and training activities carried out in Vocational Education institutions, aiming at training the ability of equipment use, operation and guarantee. It is an important form of practical teaching in Vocational Education institutions. Practical teaching should closely focus on the training objectives of Vocational education, establish a learning-oriented teaching concept, highlight the teaching principle of "learning for application", fully reflect the main position of students, and give full play to their active role. Practical teaching is usually carried out in the form of grouping according to the procedures and requirements of "practical preparation, assignment of courses, explanation and demonstration, organization of exercises, summary and evaluation, consolidation and improvement", and is carried out step by step according to the implementation plan. Its purpose is to enable students to grasp the principles, operation and maintenance methods of equipment as soon as possible, and to train them to have the operation, use and maintenance support of weapons and equipment. Skills, to achieve the combination of theory and operation practice, consolidate and improve the professional theoretical knowledge, it is an important equipment teaching mode to train new equipment talents and solve the problem of new equipment rapidly forming combat effectiveness. To organize practical teaching, we should grasp four points: firstly, renew knowledge and improve the frontier of teaching; secondly, grasp the needs and improve the pertinence of teaching; thirdly, strengthen research and improve the innovation of teaching; fourthly, deal with the relationship between the cultivation of competence and the consolidation of the foundation of development.

7. Simulated training

Simulated training is the training of troops, units and personnel using computer and simulation training system or equipment to imitate the performance of weapons and equipment, battlefield situation, combat operations and so on. The teaching mode of simulation training is to integrate computer simulation technology with actual equipment and battlefield environment, create a

realistic battlefield atmosphere, construct a "quasi-battlefield" under the condition of informationization, so that students can get the feeling of being in the situation, solve and deal with problems in an approximate real situation, and cultivate the students' necessary abilities for practical work. This model highlights the teaching concept of actual combat and organizes simulation training teaching. It should focus on three points: one is close to actual combat, the other is to focus on serving, and the third is to improve ability.

8. Post Practice

Post practice is a practical teaching mode in which military academies organize trainees to assign them to combat units, base maintenance units, factory repair workshops and other related posts in accordance with their practice tasks, post establishment and specialties, so that trainees can complete their training contents in the actual working environment and in the role of various professional posts.

9. Comprehensive drill

Comprehensive drilling practical teaching activities, which are organized and implemented after the cadets of non-commissioned academies have completed their professional courses and before they go to the army internship posts, are important practical teaching links for the transformation of professional skills of non-commissioned cadets to competence, and are effective ways and means to train the equipment support ability of non-commissioned cadets in the actual combat environment. Focusing on the goal of "being able to fight and win a battle", combining with the target model of training non-commissioned officers in our "two strong and three meetings" (strong military and political quality, strong equipment maintenance ability, ability to use, assembly training and management), we can adapt to the new situation of army transformation and construction, equipment maintenance system reform, platform weaponry and equipment cross-professional comprehensive support capacity-building, so as to closely adhere to the actual combat, model and model. With the idea of block formation, system integration and whole process evaluation, innovative drilling modes are created from the aspects of atmosphere construction, subject system, organizational method and assessment. Fully utilizing practical training means, complex battlefield environment is created. The support mode of "vertical hierarchy, horizontal modularization and group coordination" is adopted to deepen "walking, fighting, eating, shelter, preventing, repairing, managing, training, resisting and researching". The content of the drill is to practice the comprehensive drill style of "close to actual combat, integration of military and political affairs, integration of finger skills and combination of drill research and evaluation".

10. United teaching and training

Joint education and training, i.e. joint teaching and joint training, is to train new military personnel required for joint operations under the condition of informationization, to develop and utilize the existing educational resources of colleges, bases and troops most effectively, to integrate teaching and scientific research work of colleges and universities with combat readiness training work of troops, to realize resource sharing, information exchange, complementary advantages, and to improve the post competence of trainees. A mechanism of educating people. Joint education and training, based on the principle of "joint interaction, resource sharing, mutual benefit and win-win" and the concept of "all military-run colleges and universities, joint efforts to educate talents", promotes the continuous improvement of knowledge, ability and quality of talents in all kinds of posts through complementary and joint efforts between colleges and troops, so as to maximize personnel training close to the actual situation of the army, meet the needs of the army, and adapt to future posts. Job requirements. In accordance with the procedures and requirements of "Joint Planning, Joint Teaching, Joint Training, Joint Exercise and Joint Tackling of Key Problems", the teaching mode of "Joint Teaching and Training" is implemented step by step in accordance with the

plan in the form of joint teaching of basic courses and joint training of applied courses. Its purpose is to enhance the pertinence and practicality of teaching, promote the integration of educational and training resources, realize the sharing of educational and training resources, improve the security benefits, strengthen the theory of joint operations, promote the transformation of students' knowledge to their abilities, and exercise their competence.

11. Conclusions

Practical teaching can be divided into three levels: the first level belongs to basic skills training, focusing on training individual operation skills, training students' rigorous scientific attitude and standardized operation methods; the second level belongs to professional skills training, focusing on training ability to solve practical problems by using their knowledge and basic skills; the third level belongs to comprehensive skills practical training, mainly training. Develop students' adaptability, post transfer ability and innovation ability. Practice teaching and theory teaching complement each other and form a complete teaching system.

References

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