

The Enlightenment of American Vocational Education on Our Military Vocational Education

Ying Zhang

Department of Vehicle Application, Army Academy of Armored Forces, Changchun City 130117, Jilin Province, P.R. China

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Abstract: Based on the analysis of the background of American vocational education, the purposes, methods, as well as the teaching characteristics of American vocational education are summarized. Several suggestions for the military vocational education are put forward in respect of the teaching methods. This article aims to improve the practical abilities of military vocational education students in teaching practices.

1. Introduction

With the gradual implementation of the size and structure of the army force and the adjustment of the force, the actual combat requirements are getting higher and higher. How to make full use of the "trinity" school running characteristics of our military sergeant vocational education, adhere to the "three orientations" and follow me the teaching effect and actual combat requirements of military vocational education are more urgent. Partly borrowing from the American vocational education teaching concept may have certain reference significance for improving the teaching effect of our vocational education. Non-commissioned officers.

2. Background of American Vocational Education

The United States has long implemented a free and open market economy, so the demand for talent also has obvious characteristics of market competition. Education in the United States permeates the practical spirit of Americans, and all vocational education schools in the United States pay special attention to directly serving the society and the local economic construction. The trainings organized by the enterprise association for employees are various, completely based on the skills of the employees, meeting the needs of the enterprise's overall goals, and carried out to improve competitiveness. The rapid economic development of the United States and the lack of human idleness are largely due to the very effective development of vocational education in the United States.

At present, the teaching reform of military and tertiary higher vocational education is in the ascendant, the traditional teaching model based on theoretical knowledge is facing challenges, and the education model for job skill training is being valued. Throughout these successful models, we can find common ground, and we can directly learn from them even under certain conditions. To a certain extent, it will cause unequal and waste of educational resources. It is of great significance for improving the utilization efficiency of educational resources and the benefits of running schools, and enhancing the core competitiveness and connotative development of colleges and universities.

3. Characteristics of American Vocational Education

3.1 Emphasis on the Cultivation of Students' Quality, Emphasizing Skills and Operational Skills

The school goal of American vocational education is based on the cultivation of student qualities, first to teach students to be human, then to teach students to do things. Its teaching methods and

teaching methods fully highlight the goal of practical skills training, establish an internship teaching environment based on market production, and cultivate the quasi-professional quality of students. Its teacher training also has strict procedures to ensure the quality of the teaching staff. When the school implements vocational education, it fully embodies the teaching principle of "being a middle school". It is not difficult to find from the classroom design of vocational education. The classroom is divided into a data room and a studio. The data room is also a classroom. There are corresponding vocational education reference books, materials, computers, and student vocational education files. There are various experimental equipment, raw materials and student works in the studio.

The ultimate goal of military higher vocational education is to train technical military personnel with post-holding capabilities, and its training objectives are fixed; local higher vocational education is guided by society and the market, emphasizing the determination of talents based on economic vitality, market demand, and industrial structure Training direction. Although the training directions of the two are different, their professional composition is relatively stable, so that they can not keep up with the actual job requirements for human ability. Therefore, as far as the teaching reform is concerned, both have commonalities and both require extensive research and adjustment of the professional structure according to the actual needs of the grassroots troops and the talent market.

3.2 Focus on Training Students' Spirit of Solidarity and Cooperation

Take the "Illustration Skills" vocational education project as an example. The project is divided into 9 modules. It takes at least 6 weeks to complete the 9 modules. The teaching starts from the training room, first of all do some auxiliary work, and gradually increase the difficulty of the experiment with the deepening of learning. In the same laboratory, students at different stages of learning can communicate and learn, old students bring new students, and cultivate students' collaboration and leadership skills.

At present, no matter whether it is military higher vocational education or local higher vocational education, there are drawbacks in the training methods and teaching contents, which cannot fully reflect the characteristics of vocational education. The teaching reform of vocational education should focus on the practicality of the knowledge structure, the practicality of talent quality and the guidance of professional characteristics. The main line of education model is to cultivate post-holding ability.

The cultivation of talents with excellent professional skills is very dependent on the construction of the curriculum volume system, and whether the curriculum system is organized scientifically and rationally will also directly affect the cultivation of post-holding ability. Military vocational colleges and local vocational colleges have their own development status, disciplinary characteristics and professional characteristics. Both sides can combine their respective training models and collaborate within a certain range to develop a unified syllabus for similar and identical positions. And on this basis, we invite front-line army experts and local enterprise executives to jointly study and repeatedly demonstrate the basic theoretical knowledge, job skills, and comprehensive personal qualities, and strive to achieve a comprehensive and comprehensive development, and eventually form a military and military Relatively adapt the basic model of the curriculum system, take the basic model of derivation and development, and truly realize military-local cooperation from the essence of vocational education.

3.3 Focus on Training Students' Ability to Think Independently and Solve Problems

Students' hand-made works are sold through their own illustration art department, and orders are also accepted. The teaching activities of student vocational education are not limited to schools, but must also have on-the-spot job skills training. For students who choose the "Marketing Arts" vocational education program, they must go to the corresponding company every year to choose the corresponding vocational position for field work and receive corresponding remuneration. If you encounter problems at work, you can discuss it with colleagues or teachers. Teachers will regularly check the students who are trained in the job. If students encounter practical problems in production and management, they will generally find their own information and seek solutions. Some of them

will bring the problems to the school to exchange and discuss with other students in order to find a solution, and they can also ask teachers. Under normal circumstances, teachers do not directly solve students' problems, but only provide a centralized way to solve problems for students to choose. Throughout the teaching activities, we should focus on the cultivation of students' ability to solve problems and think independently.

At present, military and higher vocational education is undergoing teaching reforms and has achieved certain results, such as the "dual system" model, the "cooperative education" model in the United States, the "industry-academic cooperation" model in Japan, and the "Enterprise-oriented" model, Wuhan Vocational and Technical College's "order-based" model, Yunnan Electromechanical College's "double fixed student" model, etc. Throughout the above, although the teaching content and implementation methods of different teaching modes are different, there is consistency from the starting point of teaching reform. They are all innovations in the traditional education mode, and the emphasis is placed on the transfer of theoretical knowledge to focusing on knowledge. The application in practice, and the concept of task-driven and project-leading are integrated into it, and the students are truly turned into the main body of learning, so that they can fully exert their subjective initiative, and finally achieve an organic combination of job skills and theoretical knowledge. Based on this, military colleges and local colleges can formulate a joint education plan within a certain range. On the one hand, military colleges can make full use of the social resources of local colleges to implement skills training, on the other hand, local colleges can also use military colleges Education resources to achieve coordinated training of the military, academies and society, and break the previous single, closed and independent education model.

4. Some Enlightenment to Our Army Vocational Education

4.1 Seek Breakthroughs and Changes under the Training Model of "Trinity"

Our army's "Trinity" training model proposes the "2 + 1" model of vocational education for non-commissioned officers, in order to solve the problem of the unity of "doing in school" and "doing middle school", and to solve the relative theoretical learning and training practice model Fixed, strong knowledge ability, and weak knowledge ability problems enable students to encounter and solve problems more complexly and systematically in the process of army practice, so as to achieve the purpose of learning. However, in practice, you will still encounter various practical problems. For example, students cannot review the knowledge in time during the learning process, resulting in problems such as unimpressed learning and poor learning results. For example, during the practice of the army, students cannot bear the problems of studying related majors or taking related majors but having few internship opportunities. Therefore, we should continue to refine and explore in depth under the "Trinity" training model. On the one hand, we should strengthen the construction of vocational education training rooms in colleges and universities, provide more practical training conditions, enhance the complexity and difficulty of practical training, and enable students to learn It is closer to the battlefield and practice; on the other hand, it makes the students' internship more targeted, enhances the exchanges between the colleges and the army, understands the internship of the students, and ensures that the army gives students more internship opportunities.

It is necessary to improve the operation mechanism of teaching management, conscientiously implement the "Regulations on Teaching Work in Colleges and Universities", further improve the management mechanism at all levels, clarify the management responsibilities at all levels, and strictly implement the party committee's discussion of teaching, regular teaching administrative meetings, leadership audits, and team cadres to follow the class And other systems, formulate quality standards for each link of the teaching process, and form a linked quality monitoring mechanism for student evaluation, teacher evaluation, peer review, and expert supervision; we must innovate the evaluation mechanism for teaching training, strengthen the construction of the test question database, and improve the skills evaluation standard and Implement measures, promote separation of teaching and examination, and promote the vocational skills identification and

vocational qualification certification of graduates; to innovate teaching management methods, study and formulate management systems that are compatible with new talent training programs and curriculum standards; to establish and standardize practical teaching The assessment system grasps the characteristics and rules of practical teaching, starting from the study of assessment content, assessment links, assessment standards, and assessment methods, and achieves a breakthrough in assessment and evaluation reform of practical teaching.

4.2 Develop Students' Independent Learning Ability

American vocational education focuses on the cultivation of students' ability to solve problems and think independently. It is emphasized that solving problems through independent search of information can bring the problem to the school to discuss and discuss with other students. Even if you ask a teacher, the teacher will only provide ways and methods to solve the problem, and will not directly help solve the problem. In the process of education, our army often neglects the cultivation of students' ability to think and solve problems independently. Due to the different learning foundations of students in vocational technical education of non-commissioned officers, indoctrination methods are often used in the teaching process. The time is also solved by direct guidance. In this process, the students lack the process of independent thinking. The understanding of the problem can only stay at one point, and cannot form a face. The students only know what to do in general, but they don't know. "What is" and "why", resulting in a lack of deep memory of learning content, and similar problems cannot be effectively solved. After studying the entire content, the students' impression of the whole will not be deep enough, which will greatly reduce the learning effect.

Straighten and deepen teaching management at all levels, give full play to its organization, inspection, and guidance in routine teaching work such as curriculum standard setting, subject specialty, curriculum, teaching staff, teaching materials, information resource construction, teaching research, teaching reform, etc. Improve its teaching management capabilities; formulate selection methods for advanced military training units and individuals as soon as possible, highlight the central position of military training work, refine and quantify the achievements of various military training activities; deepen the reform of the management of chemist student status, starting from improving the teaching management system Improve the incentive mechanism, increase the reward ratio of excellent students (excellent students), increase the material and spiritual rewards of excellent students (excellent students), and actively explore and try out the "credit system" approach for non-commissioned officers to create independent learning for students condition.

4.3 Cultivate Students' Leadership Awareness and Teaching Ability

American vocational education promotes the education and internship model for old students to bring new students, through which students' cooperation and leadership skills are cultivated. This kind of training education model is particularly worthy of our reference. On the one hand, the old students have the pressure to help the new students, naturally increasing the motivation to master the knowledge learning, which is conducive to the old students to better study, review and even understand the knowledge itself. More systematically grasp the characteristics of the knowledge structure; on the other hand, on the basis of accepting the lectures from the instructors, new students can more relaxedly put forward the problems they encountered in the learning process, and help the new and old students to think and solve problems together To achieve the goal of joint improvement; third, in the process of helping teaching, it can improve the leadership awareness and responsibility awareness of the old students, cultivate the leadership art, so that the students can more adapt to the post needs of the army after graduation. Our troops are also trying to learn from this kind of education in the process of vocational education, such as the group training practice we often carry out. Through the group training practice, we help students complete the transition from students to instructors, and at the same time lay a solid foundation for learning, but the results achieved are not ideal. In the process of our group training practice, students often prepare their own courses based on previous textbooks, lesson plans, and courseware. Students often complete their tasks during recitation, lacking in thinking of knowledge and lack of understanding of the teaching itself. In the

process of completing tasks, students' expression ability is improved more, which is not ideal for the training and shaping of professional ability.

It is necessary to improve the operation mechanism of teaching management, conscientiously implement the "Regulations on Teaching Work in Colleges and Universities", further improve the management mechanism at all levels, clarify the management responsibilities at all levels, and strictly implement the party committee's discussion of teaching, regular teaching administrative meetings, leadership audits, and team cadres to follow the class. And other systems, formulate quality standards for each link of the teaching process, and form a linked quality monitoring mechanism for student evaluation, teacher evaluation, peer review, and expert supervision; we must innovate the evaluation mechanism for teaching training, strengthen the construction of the test question database, and improve the skills evaluation standard and implementation measures, promote separation of teaching and examination, and promote the vocational skills identification and vocational qualification certification of graduates; to innovate teaching management methods, study and formulate management systems that are compatible with new talent training programs and curriculum standards; to establish and standardize practical teaching. The assessment system grasps the characteristics and rules of practical teaching, starting from the study of assessment content, assessment links, assessment standards, and assessment methods, and achieves a breakthrough in assessment and evaluation reform of practical teaching.

5. Conclusion

In general, it is necessary to enhance the practical level of vocational education as well as the effectiveness and pertinence of the training of non-commissioned officers, who are still the main force of our army's operations. It is the fundamental principle of "Being able to win any battle" to implement the non-commissioned officer education reform which only has a start but no end. We have to continue to learn and reform in order to adapt to the needs of the battlefield and achieve training goals better.

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