

The Analysis and Countermeasures of Practical Teaching Currently in the NCO Academy

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Abstract: From the characteristics of practical teaching problems in NCO academies, practice teaching, countermeasures, the paper plans to improve the quality of practical teaching. And three aspects of the practical teaching of NCO academies are discussed on how to carry out scientific and practical teaching to enhance personnel training efficiency in the actual conditions.

1. The characteristics of practical teaching

Firstly, the characteristics of difference. The practical teaching link should reflect the differences of students' learning at different levels. The students of the sergeant are the cognitive subjects of learning. The process of learning is the process of students' exploring, finding and solving problems. We should attach importance to the role of students as the cognitive main body. By setting up different levels of practice classroom, guided by clear practice objectives, carrying out base training and factory replacement practice, we can better reflect the characteristics of students' personalized learning. Give full play to the creative spirit of students in learning and realize the iterative growth in the process of learning. The officer system reform, NCO training scale increased year by year, grassroots officers job demand extensive, according to every Jin compulsory "training with a consistent principle, the form of training institutions gradually become the main way of ordinary soldiers promoted junior NCO and higher level officers. Every year, grass-roots units attach great importance to the selection of sergeants, because NCO officers, as officers' right-hand men, determine the development and fighting capacity of a talent echelon. Gradually increasing the proportion of practice teaching in training schools, in the actual development process, to distinguish between different training levels, analyzes the different levels of professional skills, follow the practice of teaching the cognitive law, a reasonable set of training content, the ability to obtain new knowledge and innovative thinking ability by combining solid basic training, to provide strong support for different levels of personnel to enhance their professional skills, to better meet the basic job demands, and for the subsequent promotion to senior education and occupation education and education officers to lay a solid foundation.

Secondly, the characteristics of openness. Practice teaching training and placement by grouping cooperation way independent training in equipment support practice, with its open characteristic, in the practical teaching process of teachers can be added at any time according to the condition of the maintenance situation, can also be online at any time to carry out practical teaching to guide students to submit answers, in the process of operation and maintenance plan. For the problems that will not be solved, instructor instructs the instructors to prompt, answer questions and solve puzzles, so as to realize the timely interaction and exchange of practical teaching students and teachers. The open and interactive teaching pertinence and autonomy to take into account, is conducive to the subjective initiative in the practical teaching of students and teachers fully aroused, in the practical teaching according to the students' learning progress independently to focus on, case analysis, individual counseling and other forms of guidance, help to improve the efficiency of practical teaching.

Thirdly, interactivity characteristics. In practical teaching, teachers can guide students to learn at any time. Students can always feedback the interactive characteristics of learning situations. On the one hand, teachers constantly change and optimize practical teaching contents according to their needs. The trainees can get the elements of equipment maintenance support flexibly, accurately and

quickly in individual operation subjects and team cooperation subjects. Through repeated training, they are familiar with the main battle equipment maintenance process and master related operation skills, so as to enhance equipment maintenance support capability. On the other hand, teachers can learn for each student have timely and comprehensive understanding of the stage management and guidance to students' practical teaching subjects, include process evaluation and summative evaluation of the combination of ideas, teaching for different levels of distinction to form a dynamic teaching environment, promote the sergeant the students practice teaching to enhance efficiency.

2. Main problems in the process of carrying out practical teaching at present

Firstly, the construction of practical teaching content system is not perfect.

Practical teaching (including curriculum design, production practice, graduation design etc.) is an important part of the theoretical teaching and maintenance practice in close contact, the knowledge system, the theory and method is scientific and its strong practical needs, students from different angles, different ways of understanding and learning and master the professional knowledge. The practice teaching is quite different from the basic course teaching. Students need to learn to analyze the failure mechanism from the actual failure phenomenon and establish maintenance ideas and methods. At present, all kinds of practical teaching content definition and specific implementation methods have not been completed, and the content system construction lacks basis. There is a gap between the design of some subject contents and actual training requirements. The related practical courses have not been fully excavated, there are some errors in the curriculum, easily lead to the participants in the study when the foundation is not solid, the practice can not fully grasp the essentials, or can not fully understand the action principle of training subjects, leading to incorrect operation or invalid operation, affects the performance of the equipment.

In the teaching practice of specialized course if still using the logical thinking method of basic courses closely to learn, students face a large number of cases of failure and confusion, it is difficult to grasp the essence of the teaching process; if not strengthen the mechanism of failure of equipment support of the complexity and randomness of the intuitive understanding, the implementation of students face a variety of jobs the task will feel confused, not fully grasp the basic process of equipment support work.

At present most of the ordnance support professional practicality teaching link is to verify the validity of teaching or research teaching mode, teachers give students the task from curriculum, through analysis and Discussion on the subject of fault, requirements of practical teaching subject teaching process according to the different requirements of individual and team cooperation subject implementation. In the actual implementation process, these specific organized processes have a detailed description and explanation in the textbooks and classroom teaching, we must strengthen the thinking process of practical teaching training courses and practical ability of students, and in the current practice in part due to dislocation of practical teaching content system, resulting in the development of in the process of practical teaching, curriculum content and content in order to cohesion and forming rules of students ability fit, practice teaching effect can not achieve the desired effect.

Secondly, the practical teaching mode does not match the law of the ability development of the sergeant students.

At present, the form of practical teaching in the Academy of sergeant is too single, which can not stimulate the subjective initiative of the students of the sergeant. On the practical course is too rigid, "cramming teaching method" still exists in some teaching classes, such as the center of the teaching form about the teachers in the classroom, arrange more practice time teacher, students learning schedule operation, most of the time the teachers sing "one-man show", by the practice teaching subject vacancy, lack of cadet in operation during the training process of independent thinking and innovation consciousness, from the practice of teaching purpose.

With the personnel at the grassroots level allocation rate continues to improve, limited to training posts, such as a small number of objective factors affecting the equipment, in the training process,

the proportion of set theory curriculum and practice curriculum is not reasonable, the teaching theory of the depth and breadth of understanding is not in place, makes some Cadet have fear learning mood. The Cadet image thinking ability, showing a very high learning efficiency in practical teaching, with multimedia and other visual teaching methods can achieve good learning effect; and for the formula of logical reasoning, limited to basic logical thinking ability is weak, it is very difficult to learn, learning effect as can be imagined. In order to facilitate the training, some training teachers make some training materials, courseware, lesson plans to be processed or copied directly into practical teaching classes, resulting in inconsistent contents of practical teaching and teaching needs, and the quality of classroom teaching can not be guaranteed.

Thirdly, the form of practical teaching evaluation is not consistent with the requirements of the ability and quality of the sergeant cadets.

As a teaching model with the same position as theoretical teaching, practical teaching is also very important. At present a considerable part of the professional in the process of carrying out the practice of teaching, for the specific operation of appraisal links still use or copy the mode of evaluation theory, evaluation only take the form of a single form of summative assessment as students learning effect, usually operating performance, training classroom training, the effect of post pumping effect of adaptive training in daily teaching in the process of evaluation are not effectively into the practice of teaching evaluation results, resulting in reduced reliability and reference of practical teaching evaluation.

As the practice of teaching and emphasizing practical ability and ability to adapt to the post, the assessment must also reflect the positioning in the cadet level of professional skills, to the post demand as the evaluation standards, strengthen the supervision of all aspects of the practice of teaching, the practical teaching of the whole process can be more scientific and reasonable, credibility of evaluation results more in line with the personnel selection the demand. Therefore, it is necessary to strengthen the evaluation of the whole process of practical teaching.

3. Corresponding countermeasures

Firstly, build a scientific and rational practical teaching mode, further improve and improve the relevant system of practical teaching, and adhere to connotative development and specialized training.

Practice teaching is a teaching form based on the training of cadet equipment maintenance support capability, the talent training scheme, curriculum standards and specific teaching design, practice teaching must be clear about the specific number of hours, and carry out specific time operational content, front course and follow-up courses are must clear up, form the basic teaching documents for faculty in the practical teaching system in strict accordance with the implementation of the teaching task. At the same time must be clear after the practical teaching training, Cadet should reach the level of knowledge, operation and maintenance for equipment level, quantitative analysis in Cadet ability demand specific job evaluation, Cadet should reach from the actual point of post competency requirements. The establishment of the system will make the practice teaching objectives of NCO students at all levels clearer and accurate, and the construction of professional connotation is more directional, and the training content is more effective.

We should improve the construction of practical teaching system to ensure the steady improvement of the teaching quality. The specific teaching content of practical teaching, according to the post demand principle, detailed analysis on the quality and ability of grass-roots Posts needs, rational planning and practical teaching system, to highlight the practical teaching characteristics, adhere to the close combat missions, close to the post office, close to the actual construction of the army, the practice teaching tasks for the corresponding refinement teaching topic, the current difficulties of military training in practical teaching to enrich the content, to enhance the scientific practical teaching, enhance the pertinence of teaching institutions.

Secondly, according to the law of the growth of the sergeant, the training should be carried out in the form of practical teaching.

In the teaching of top-level design, to gradually change the current single practical teaching form,

combined with different professional practice in accordance with the "demand traction, hierarchical training" the principle of rational division of practical teaching module, the full integration of teaching resources, carry out joint training, including joint teaching team practice, the factory loaded with training, classroom training and equipment group to guarantee the comprehensive drills and practice teaching in various forms.

In the part of teaching, teaching in accordance with the different types of equipment support requirements, different security job planning, rational use of "interactive", "inquiry", "case analysis", "want to set" and other forms of practical teaching method, the course content and practical teaching equipment instructions on the actual security work together, through the guidance of sergeant students find problems, analyze problems, and then through the independent thinking and creative thinking to solve practical problems in teaching. In practical teaching, the role of the teacher should be the guide, not the instillator. The initiative Cadet was inspired in the practical teaching, the teacher can intervene at any time in the practical teaching in the whole process from subjects to classroom instruction and class final evaluation in all aspects, in accordance with the relevant requirements of actual teaching, standardized Cadet operation method and action essentials, strengthen basic training courses and practice teaching subjects, from a combination of peacetime and wartime, to "training combined to gradually transition to peacetime, war", the combat elements from the usual practice teaching to the integration of all aspects of Cadet Training, improve the comprehensive ability of cadet equipment support under combat conditions.

In the process of carrying out practical teaching, we should strictly implement the standard of "three close". Close to the teaching equipment, is the primary principle of training qualified personnel of equipment support, the cadet in the whole process of equipment support contact equipment, set everything from the actual departure of the "way of thinking in the practice teaching in the rapid upgrading of equipment operation and maintenance capacity, lay a solid foundation for the long-term development of personnel; close to the actual teaching, the Cadet forces after training in technical positions has strong adaptability and competition ability, by highlighting the practical teaching, simulated combat and battlefield damage repair, and make the classroom battlefield convergence, improve teaching specific content; close to the position of teaching, make personnel can work in the shortest in future work, truly "training with a consistent, the Cadet forces become" trustworthy, have High quality equipment support personnel.

Thirdly, timely facing the needs of grass-roots posts, reasonably updating and adjusting practical teaching contents, so as to meet the requirements of NCO students' future career development needs and post competency requirements.

The training content of practical teaching should focus on the requirements of the army, the army main battle equipment types and basic requirements of the daily training and exercises to master the clear, find out the equipment support base, in strict accordance with the wartime equipment support process, take the number of Posts "form, each a cadet reasonable allocation in the corresponding position, will battlefield repair, pre support equipment, evacuation repair content and practical teaching subjects together, take training courses and maintenance scenarios based on task, construct the simulated combat environment, timely integration of training resources, adjust the practical teaching contents, improve the quality of personnel training to accelerate the rate of.

Fourthly, to establish a scientific and reasonable and long-term evaluation method to improve the quality of practical teaching.

In practice teaching, in order to establish students' autonomous learning mode, we should cultivate students' innovative application ability, and achieve "fairness", "objectivity" and "scientificity" of curriculum evaluation system. Therefore, it is necessary to change the teachers in the curriculum evaluation system of "unifying the country" traditional practices, but also to change the focus on results and ignore the process of the "wrong" type of evaluation index.

At present, the evaluation and evaluation methods of practical teaching link are mainly composed of compound, full program and diversified mode. The combination refers to the combination of the evaluation of the practical teaching process and the evaluation of the results, the combination of quantitative and non quantitative indicators. The whole program refers to the whole

content and process of the examination through the practical teaching. Diversification refers to the diversification of the performance assessment of the practical teaching link, the diversification of the assessment types and the diversification of the examination content.

The practical teaching links of non commissioned officers colleges attach importance to professional skills training. They can take individual training and team subject training according to the actual equipment maintenance support, which provides conditions for flexible use of compound, full program and diversified modes for practical teaching assessment. The evaluation system of practical teaching link based on formative assessment can understand the students' mastery of practical teaching content in time. In the whole process of teaching practice, the establishment of a complete Cadet practical teaching records, including records of individual assignments, Cadet Training courses, attendance records, personal subject self-evaluation, mutual evaluation team members and faculty evaluation of the content, so as to fully grasp the cadet in practical teaching in learning for faculty, timely adjust the teaching schedule and teaching methods, but also can stimulate students to actively carry out interactive teaching, enhance students' knowledge application and innovation enthusiasm, to promote "provides the conditions for teaching" and "combination". The form of formative assessment is introduced into the practical teaching links of non commissioned colleges, which breaks the traditional teaching system and teaching ideas to a certain extent, and provides an operable way for evaluating the effectiveness of practical teaching scientifically and reasonably.

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