

Research and Exploration on the Joint Development of Teaching Materials for the Training of Military Sergeants

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Abstract

In order to further enhance the quality characteristics and job ability of targeted training of sergeants, this paper studies and explores methods and methods for the joint development of professional textbooks for targeted training of sergeants by the military and the region. First, accurately analyze the perspective of talent positioning for training sergeants. Textbook development should be close to the goals and concepts of talent training, so that the concept can run throughout the training process. At the same time, a curriculum system of professional textbooks is set up to improve sergeant training, so that the training content is fully in line with the expected goals, and the quality of talent training should be improved.

Keywords

Professional Textbooks; Talent Training; Tutorial System.

1. Introduction

The training of directional training should not only conform to the law of talent training in local higher vocational colleges, but also adapt to the requirements of the professional characteristics of military positions. In the process of training a sergeant, we should not only emphasize the significance and practical importance of theoretical knowledge learning, but also pay more attention to the application effect of the knowledge learned. It is necessary to focus on the "directional" training thought, implement the training thought oriented to war zones, serving the army and key construction, by strengthening multiple rounds of exchanges and communication within military colleges and promoting local colleges to understand the basic theoretical knowledge requirements of their future positioning, so as to reasonably grasp the training mode and positioning of military education. Therefore, in the compilation and development of special courses, effectively implement the concept and orientation of sergeant training. Therefore, in the development of professional teaching materials and research, we should accurately grasp the professional orientation talent training orientation, post orientation, ability orientation, demand orientation as the starting point, using troops, vocational education institutions and local colleges jointly carry out sergeant training orientation research, develop unique teaching material design, textbook setting and related knowledge content to closely integrated with military core literacy, strengthen military literacy and cultural culture, teaching materials and curriculum should conform to the core of sergeant training.

2. Organization of the Text

2.1. Requirements for Professional Teaching Textbooks

2.1.1. Professional Textbooks Meet the Goal of "Targeted" Talent Development

In accordance with the principles of militarization and practical use, combined with the application of new electronic equipment, new technology, and new combat methods in active

service, the textbooks set targeted personnel training goals for positions [1], guided by army combat-oriented combat training support, focus on the technical support needs of new electronic equipment, keep up with the characteristics of target positions, pay attention to the joint training of comprehensive abilities and qualities of sergeant training, and highlight professional "textbooks" Talent training features, establishing a joint education mechanism between military and civilian colleges and the military.

2.1.2. Professional Textbooks Should Continue the "Targeted " Idea of Talent Development

When compiling professional textbooks, we should follow the rules for the training of high-end skilled sergeants, use advanced education and teaching concepts and methods and other teaching resources for joint training, give full play to the teaching advantages of joint training, combine theoretical knowledge with actual military needs, go out of the education channels of joint training and complementary advantages in military and civilian colleges, and implement training models of advanced training, full training, joint training, and job training to improve comprehensively." "Targeting" the quality and efficiency of talent development. At the same time, advanced training means that when sergeants enter school, teachers assigned by service education institutions publicize and implement professional job requirements and employment characteristics, so that students can understand future job conditions in advance [2]. Full training refers to the full training, training work plans and organizational implementation plans carried out by military and local joint colleges and universities through exchanges and research and formulation of professional textbooks, and the establishment of a joint teaching and training mechanism for military and local teachers to pay attention to the students' learning and growth process; when conducting job training, teaching and training should be carried out according to the type, equipment, and position according to the educational stage of the textbook, and adopt a mentoring system The training model strengthens targeted guidance on students' job competencies.

2.2. Textbooks are Close to the Job, and the Content of Targeted Training is Optimized

2.2.1. Optimize the Curriculum System for "Targeted" Textbook Training

Textbooks should be compiled in accordance with the needs of the military and local joint development of professional positions, taking into account the basis of employment, jobs and employment development needs, and through the establishment and optimization of a targeted training curriculum system.

First, an introductory course on military information has been added. Adjust and compress the class hours of public basic courses to increase the ratio of experiments and practices in basic professional courses; emphasize the learning and training of basic knowledge, basic theory, and basic skills in basic professional courses [3], and achieve effective connection between target professional positions and equipment technical support. Second, textbooks should be targeted to professional courses with a strong job orientation. Set up modular courses for different models and equipment, and conduct targeted job competency training to highlight equipment operation, performance testing, maintenance and training ability training.

2.2.2. The Textbook Content is Fully Integrated with the Targeted Training Content

In view of the pertinence and practicality of the links between the military and civilian joint development of basic courses, professional courses, equipment training and other courses for targeted training for military and civilian personnel, we will strengthen research on the interface between teaching and training content at all stages of professional "targeted" training in textbooks: the content of the textbook should actually fit the theme of joint military and civilian training. Focusing on the equipment and technical support training needs of the target

positions, we jointly discussed the curriculum standards and training content of public basic courses and professional basic courses, which were fully reflected in classroom teaching and practical training, and solved the problem of connecting basic theoretical knowledge with proper “sufficiency”.

The second is to exchange visits and exchanges between military and civilian colleges and military counterparts. Accurately grasp the three themes of what the military wants to do, how to do it, and why, as well as the needs of sergeants in various fields such as equipment and tactical management, draw on and learn the innovative results of other military combat methods and training methods in a timely manner, and continuously enrich new theories, new knowledge, and new technologies, and introduce these new things into textbooks for professional training of sergeants.

The third is to carry out exchanges between military and local joint colleges and universities. Through complementary teaching between the two, optimizing the design of training courses, highlighting the core and focus of training, and giving full play to the guiding role of courses for different positions, the training of military personnel can be extended from classroom theory to full-process education.

2.2.3. Integration of Professional Textbooks into Practical Teaching Content Reform Features

The professional teaching materials for sergeant training should adhere to the guiding ideology of “focusing on actual combat, close to the army, and effectively connecting the classroom and the battlefield”. The content reform should highlight the basic principle of “teaching combat needs, training military needs”. The design of teaching content should focus on training and application, highlighting the cultivation of core competencies in the post.

First, the content of basic courses should be closer to device technology. The teaching of basic knowledge and basic theory should focus on equipment application technology, reflecting the characteristics of military flavor and direction. Experimental teaching focuses on improving students' basic operation ability, emphasizing proficient use of instruments and instruments, mastering theory and data analysis methods, and laying a solid foundation for equipment teaching theory and practice.

Second, the content of professional textbooks should be guided by practical training for military posts, and attention should be paid to technical support for information warfare training equipment. It is necessary to highlight the operation and use of equipment, performance testing, simple fault analysis and troubleshooting, increase the cultivation of practical ability and training ability, and meet the “four sessions” standard for sergeants.

The third is to carry out multidisciplinary collaborative and comprehensive drills to guide students to participate in formulating an overall drill plan of “close to military actual combat training, construction of complex environments, and comprehensive multi-disciplinary participation” to achieve the goal of professional drills with full participation, professional integration, and close to actual combat.

2.2.4. Textbook Content is Updated in a Timely Manner with the Content of Sergeant

The content of the textbook should be prepared in accordance with the “Military Training and Assessment Outline”, and the teaching content should be updated in a timely manner according to the requirements of military training positions and according to the concepts of mission guidance and job customization. On the one hand, it is to dynamically update the basic theoretical courses for majors. Joint colleges and universities continuously interact and discuss, integrate cutting-edge military equipment and their theoretical techniques into textbooks, consolidate the foundation of professional theoretical knowledge, and emphasize the novelty and practicality of the courses. Second, dynamically update the content of the Professional Introduction Course. Adapt to the development of new technologies, enable students to keep

abreast of cutting-edge theories, technologies and future development directions of this major, and enhance students' familiarity with new models and positions. In addition, group training and sports themes have been updated dynamically. Extensive collection of sports training and combat training results, timely integration of new military equipment, new methods, new training results, typical training models and cases into the teaching of professional courses, optimizing the topic selection and content of multidisciplinary comprehensive collaborative exercises, and improving students' professional knowledge. Comprehensive applicability.

Basic practice, professional practice, and comprehensive practice should permeate the design of practical courses in textbooks. Design a diversified practical teaching model combining theory and practice, in-class and extracurricular, etc., to design practical links between school and outside the school to solve the problems of technical practical skills at different stages and courses. In terms of practical teaching content, modules such as curriculum experiments, curriculum design, practice and education, graduation design, scientific and technological innovation, and professional practice are built to improve students' ability to use theoretical knowledge to analyze and solve practical problems, and improve their ability to apply technology [4]. When determining the training subjects, it is necessary to follow the requirements of the training assessment sketches, pay attention to the planning of the construction of the top-level teaching conditions, and realize the design according to the sketches. Deeply understand the content of maintenance rules, make specific designs for training purposes, and implement designs according to the rules, analyze in depth the army's job requirements, make compatible designs for training course goals, and achieve job design.

2.3. Textbooks Should Strictly Control the Quality of Talents and Innovate Training and Assessment Models

Assessment is an important form of testing the quality of teaching and the mastery of professional textbook knowledge by sergeants [5]. It is an auxiliary tool for promoting teaching reform. Through the joint efforts of the military and the region to jointly develop professional textbooks for targeted training of sergeants, the innovative evaluation model has played a role in improving the quality of targeted talent training.

First, as far as the content of the evaluation is concerned, the evaluation mainly focuses on theoretical application, supplemented by the basic theory of the evaluation. According to the requirements for targeted positions in the military, basic professional courses combine basic knowledge, basic theory and basic skills, focus on the comprehensive evaluation of students' practical application ability, and increase the proportion of objective and practical questions; professional courses focus on comprehensive evaluation of knowledge application ability, equipment proficiency, and practical problem solving.

Secondly, in the evaluation method, mainly theoretical papers and oral questions, and consider the answer to the question. Problem prevention is to guide students to show their learning and research results, strengthen communication and interaction in the process of student evaluation, increase student evaluation and grading links, carry out mutual evaluation activities among students, and incorporate students' total evaluation results into a certain percentage, so as to improve students' participation awareness and evaluation ability.

Third, in terms of evaluation organization, the evaluation will be carried out in the form of combination of military and civilian academies and target troops, and combination of teachers and students. Vocational education institutions send teachers to participate in the evaluation process for basic courses in local colleges and universities to understand and grasp the students' learning situation in advance; in the evaluation of in-service education courses, key military experts and teachers from local colleges and universities are invited to serve as the main examiners to conduct joint assessments between colleges and the military; the one-year military practice assessment is jointly organized by in-service trainers and the military.

3. Conclusion

The training of joint military and civilian sergeants should constantly optimize the compilation of teaching materials according to the needs of actual post knowledge, especially focusing on the training of excellent military skills. The teaching materials should run through the concept of militarization. In the process of formulation, diversified research and exploration should be carried out, and targeted training programs for sergeants should be formulated. The formulation of standards requires joint preparation and review, work liaison and communication between teachers and staff, open sharing of resources between joint institutions, and guidance and research on the quality of training for sergeants between institutions and troops, so that the sergeants can clearly pay enough attention to national defense security and survival, which also concerns the rise and fall of our nation. At the same time, we should improve our understanding of the status of the concept of national defense and enhance our national defense concept and national security territory awareness. In the process of joint training, we should also pay attention to changes in the international situation and threats and challenges facing China's security, clarify our sense of historical responsibility, establish a correct world outlook, outlook on life and values, and work together for the rejuvenation of the Chinese nation.

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