

Exploring the Construction of Practical Teaching Ability of Instructors of Military Basic Courses in the New Era

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Abstract

Cultivating cadets' practical combat ability and enabling cadets to respond and deal with all kinds of emergencies in the process of assuming various tasks is an important topic that instructors of military basic courses must study and explore in depth. The instructors of military basic courses should fully recognize their own shortcomings and weaknesses, and make efforts to promote the construction of their own real-world teaching capabilities from three aspects: stimulating internal motivation, participating in teaching activities and improving supervision measures, so as to ensure that the teaching content is completed with high standards and high quality.

Keywords

Instructors; Real-world; Teaching ability; Construction.

1. Introduction

The new era of the strong military goal points out that "the first thing to do is to govern the military, and a strong military must be a strong school", and "the key to a strong military and a strong country depends on talent, and the foundation is in education" [1]. The commanders of the Armed Police Force come from the training of the Armed Police Academy, and the instructors of the military basic courses are the guides, trainers and shapers of the military basic courses for the students of the Armed Police Academy. The military basic course instructor's practical teaching ability has a decisive and important role in the cultivation of command personnel to adapt to the combat-oriented construction needs of the Armed Police Force. The author believes that, based on the current severe, complex and changing work situation of the armed police force, in-depth study of the military basic course instructor's ability to teach in combat is an important issue to effectively enhance the level of combat construction of the armed police department (division). At present, the construction of the disciplines of the armed police colleges and universities is moving in the direction of combat, in this context, the armed police force as a key construction disciplines, should focus on the needs of the situation and tasks, follow the pace of the times, innovative teaching methods, deepen the teaching content, and vigorously promote the construction of military basic course instructor combat teaching ability.

2. Focusing on the situation and tasks, fully understand the main problems of the current military basic course instructors in the field of teaching

The military basic course is an important course that should be built in the armed police colleges and universities, fully understand the contradictions and differences between practice and teaching, combat and theory, practical and classroom, effectiveness and training of the armed police force, always adhere to the construction and development of teaching for war, learning for war, practice for war, accurate and in-depth analysis of the current problems in the

teaching of the armed police force in combat, can provide an important basis for the teaching ability of the military basic course instructors in combat. The construction of an important basis.

(1) professional quality is not strong. Influenced by teaching tasks, information access channels, practical experience and other factors, the professional quality of the military basic course instructor is generally not high enough. First, the ideological understanding is not in place. Military basic course instructors are always in the teaching work, with the old experience, the old way to implement the teaching model is deep-rooted, resulting in some instructors curing old-fashioned ideas still exist to varying degrees. Second, the practical experience is not rich. Throughout the current teaching situation of the Armed Police Force, most of the instructors of military basic courses in the Armed Police Academy have been away from the grassroots practice for a long time, and even some instructors do not have the experience of serving at the grassroots level, the problem of teaching practice experience is not rich still prevails. Third, information access is not diverse. In recent years, the armed police colleges and universities vigorously promote the college instructors to the grass-roots level and research activities, to a certain extent, achieved a certain effect, but in the context of the reform of the army, the work of the troops of all kinds of norms to speed up the adjustment of change, the military basic course instructors in the acquisition of the content of the adjustment of change, most of them only rely on self-study to complete, resulting in the current situation of the grass-roots work and the construction of the troops know very little, and even There is also the problem that the teaching content does not match with the actual grassroots.

(2) Insufficient motivation for innovation. Influenced by the teaching environment, work tasks, family responsibilities and other factors, instructors of military basic courses generally still lack the motivation of teaching innovation. First, they are not strict with their own requirements. From the point of view of the management of the armed police academy, its requirements for military instructors are relatively high, but in the actual teaching position, military basic course instructors have heavy workloads and little time after school, resulting in the gradual fading of the psychology of the pursuit of advancement of some instructors, resting on the status quo, the idea of getting by still exists to varying degrees, tired of coping, busy with the state of daily work is still relatively common. Second, the teaching orientation is not allowed. Military basic course instructors generally believe that the teaching content of institutions is limited to the learning of basic theory, basic skills, because of the differences in the environment and construction, instructors can not be fully combined with the future work of the students to teach, it is this understanding leads to its position on the actual combat teaching is not clear enough. Third, the environmental factors are unfavorable. From the point of view of the Armed Police Force teaching, teaching sites are limited, training facilities are rudimentary, not many teaching resources and other problems are still relatively prominent; from the point of view of the instructors themselves, work, study and life and other aspects of the various contradictions intertwined, to varying degrees affect the military basic course instructor's great energy, coupled with the strong professionalism of the Armed Police Force, high confidentiality requirements, resulting in its difficult to focus on teaching to achieve greater Breakthrough and innovation.

(3) teaching ability is not high. Influenced by the lack of interest in learning, not many peer teaching exchanges and other factors, the military basic course instructor teaching ability is not high enough problem still prevails. First, the teaching design is not new. Armed police force teaching content from the grass-roots troops tasked with the actual, plus, theoretical teaching needs to have a large number of grass-roots practical resources to do support, in order to make the teaching design has a strong appeal. However, the teaching resources available to the instructors of military basic courses are very limited, which makes it difficult for the teaching design to have a strong novelty. Second, the teaching control is not strong. From the growth history of military basic course instructors, most of them are directly transferred from the

front-line administrative positions of the Armed Police, although they have rich practical experience, they have not experienced formal and systematic teacher training, and lack systematic understanding and experience in the implementation of teaching and cultivation of people. From the current teaching status, the instructors of military basic courses still have deficiencies in teaching skills, language expression, and teaching style. Especially in the personal hobby tendency is more serious, there is a vague understanding of the concept of expression and so on. Third, the quality of teaching is not high. Because the teaching assessment focuses more on the accumulation of quantity and not enough on the quality of teaching, some instructors do not put enough effort in the field of subject teaching, teaching preparation is left in the form, using the previous teaching materials, and even some sets of lesson plans are used repeatedly for many years and other problems still exist to varying degrees.

3. Adhere to the moral and talent, effectively stimulate the military basic course instructor to improve the internal motivation of the ability to teach in the field

Some scholars have pointed out that teachers' teaching ability is still a direct extension of the "daily teaching" model, and the actual result is to strengthen rather than transform teachers' inherent "teaching habits" [2]. Therefore, I believe that in order to improve the practical teaching ability of instructors of military basic courses, we must base on their own internal motivation, and focus on teaching philosophy, teacher moral cultivation, teaching reflection and knowledge acquisition, etc. with sustained efforts.

(1) Establish a correct teaching philosophy. The teaching concept is the fundamental guideline for teaching. Military basic course instructors to enhance the ability to teach in the field, it is necessary to firmly establish the teaching concept based on the needs of the actual combat construction of the troops, in the spirit of serving the actual work of the grassroots and the realization of the new era of strong military goals. To start from the difficult, strict, from the actual battle, fully introduce the grassroots practical experience, in the comprehensive essence of theory, based on the vigorous promotion of practical teaching. To participate in centralized education, teaching training, seminars and exchanges and other means, and strive to enhance the understanding and perception of the Armed Police Force combat-oriented teaching, and really from the source to firmly establish a system of teaching concepts in line with the development of the work of the army construction. To effectively promote the military basic course instructors to establish the correct teaching philosophy by establishing the correct pursuit of life values and struggle goals. On the contrary, deviations in teaching philosophy will certainly lead to combat-oriented teaching become an empty talk.

(2) Cultivate a high moral cultivation of teachers. In the Journal of Learning, it is pointed out that "in all the ways of learning, a strict teacher is difficult. The teacher is strict, then the road respect; road respect, then the people know respect for learning", meaning that education, teachers should be subject to strict behavior constraints, teachers should start from high moral body, strict discipline, cultivate moral, knowledge and action, in order to do a good job in education. Military basic course instructors should be from the height of security, stability awareness, and effectively change the attitude towards teaching; always think of the Armed Police Force teaching its aim is to train students to have the ability to work at the grassroots level needs, any teaching loopholes will largely lead to the work can not be completed successfully; to a high degree of responsibility for the work attitude, respect for teachers, respect for the spirit of teaching and training qualified The teaching objectives of the grassroots group of diligent management of diligent hands to understand the teaching work of the armed police force, with their hard work to support the armed police academy students to the workplace using the knowledge learned to build an impenetrable line of defense for the work

of the armed police force. On the contrary, the teacher moral cultivation is not good, the armed police force teaching work will certainly remain in the form, the instructor will not do their best to train and educate students, which leads to teaching content on the work of the armed police force no substantive guidance role, and even will be full of loopholes, but also will certainly lead students to the misunderstanding of the misunderstanding.

(3) Causing regular reflection on teaching and learning. Teaching reflection is a form of correction of teaching work, through teaching reflection can not only cause innovative thinking on teaching design, more importantly, can make teaching constantly to adapt to the direction of the needs of the cadets in service. Armed police forces are always facing the danger of attack and destruction by various hostile forces and criminals, in addition, in recent years, the international and domestic situation tends to be more severe, complex, more changes. This requires the military basic course instructor to reflect deeply on the situation and tasks, and constantly adjust the teaching content, and only in this way can make the Armed Police Force teaching continue to move in the direction of actual combat. The ancient saying: "learning without thinking is reckless, thinking without learning is dangerous", it can be seen that the military basic course instructor is only always the content of the teaching they undertake, the development of the work of the armed police force and changes in the construction of combat troops need to cause a constant reflection, in order to constantly expand their knowledge reserves, clarify teaching ideas, put into combat Teaching.

(4) encourage spontaneous learning to improve. Self-learning is the fundamental factor for instructors to reserve knowledge, integrate ideas and develop progress. As far as possible to stimulate the enthusiasm of spontaneous learning and improvement of military basic course instructors, is an important aspect of improving the quality of teaching. As the old saying goes, "The sea of learning is endless and hard, and the mountain of books is a path of diligence," all instructors are always learning, but the quality of self-learning and the degree of effort, and the ability to improve the level of combat teaching should have a large gap. To this end, through various teaching activities, practical activities, evaluation competitions and incentives, etc., from the external environment to create a good atmosphere for military basic course instructors to compare, learn, catch up, help and surpass. The instructors of military basic courses should make a detailed study plan for themselves, and try to improve the initiative and enthusiasm of self-study in terms of continuous experience accumulation, participation in academic activities, extensive knowledge, study of various regulations, mastering cutting-edge theories, and exploring teaching contents.

4. Highlight the ability generation and vigorously carry out activities related to promoting the generation of practical teaching ability of instructors of military basic courses

The improvement of teaching competence is an important element of teachers' development and an important guarantee of teaching quality in universities [3]. According to Zeng Tuo et al, teaching ability is simply the ability of teachers to impart specific knowledge to students [4]. The actualized teaching ability should firstly highlight actualization, and only by fully participating in the work-related activities can the instructors of military basic courses make substantial progress in putting into actualized teaching.

(1) Strengthen team building. Teaching team is the basic unit of teaching activities of the instructor, participate in the construction of teaching team, become a member of it, in order to promote the quality of individual ability with the collective strength of the team. Armed police force teaching is a professional course of teaching activities, relying on individual strength is very difficult to achieve significant breakthroughs and progress in the entire curriculum. Therefore, the Armed Police Force teaching must rely on the establishment of a strong teaching

team, and strive to give full play to the professional expertise and insights of each member in all aspects of teaching, in order to truly improve the quality of teaching. At the same time, through the close cooperation between team members, the members themselves can make their own teaching ability quality effectively improved through the influence of others. Military basic course instructors should fully understand the important status and role of team building, give full play to their own subjective initiative and strengths, so that the Armed Forces teaching team becomes a teaching team that can really promote combat-oriented teaching.

(2) build a teaching platform. Teaching platform is the basic activities of teaching practice, some highly educated people just graduated from institutions, although they have a good knowledge reserve, but how to teach knowledge to others is still a large problem that requires long-term training and learning. It seems incredible that a swimming coach who can't swim can teach a world-class swimming champion, but it is a true fact. It is clear that teaching not only requires profound knowledge, but also teaching methods and means are an important and indispensable part of teaching activities. The military basic course instructor is also the same, it comes from the grassroots line of commanders, experienced professional training and grassroots post practice, should have their own specialties and unique insights in the professional aspects. But from the commanders to the military basic course instructor's transformation, you need to teach the platform of the post practice exercise. As the guide of the armed police force combat-oriented teaching, just will teach is far from enough, but also to highlight the quality of teaching. This requires a systematic teaching platform to do guarantee. For this reason, the teaching organization department should actively build a teaching competition, seminars and exchanges, further training and other platforms for the instructors of military basic courses, so as to promote the overall improvement of the quality of combat teaching.

(3) in-depth practical investigation. No investigation has no right to speak, the armed police force teaching is a very practical course, away from the support of practical experience, the quality of teaching can not begin to talk about. Armed police force teaching content involves all aspects of the work of the Armed Police Force, students only systematic and comprehensive mastery of the basic theory of the work of the force, basic skills to really serve the need to lay a solid foundation of competence. However, the military basic course instructor, although from the grassroots line commanders, but it is not possible to personally responsible for every work, coupled with the Armed Police Force content updates change at a rapid pace, which requires the military basic course instructor must continue to conduct in-depth research activities in the teaching position. This is the only way to really lay a solid foundation for real-world teaching, to ensure that the teaching content is always unified with the grassroots front-line work. For this reason, the military basic course instructors should actively participate in various practical and research activities, constantly expand their knowledge and practical experience reserves, and strive to promote teaching work to the direction of combat.

5. Focusing on macro regulation and control, constantly improving the monitoring measures for the generation of real-world teaching ability of instructors of military basic courses

Teaching monitoring measures refer to the measures to ensure that teaching achieves the expected purpose, to take the teaching activity itself as the object of consciousness in the whole process of teaching, and to constantly make it proactively plan, check, evaluate, give feedback, control and regulate [5]. The teaching organization department should increase the supervision of the teaching of military basic courses, and at the same time, the instructors of military basic courses should start from their own reality, strengthen self-regulation, and strive to improve the level of real-world teaching.

(1) Standardize the teaching content. The teaching content is the knowledge that the instructor imparts to the students. The textbook is the basic basis of the teaching content, but it is not the whole teaching content. Completely based on the textbook for teaching that can only be the textbook, so that the lack of practicality, attractiveness and interest in teaching. Armed police force teaching as a professional military course, the work of the Armed Police Force from the practice, through vivid cases and examples, can make the students more intuitive to accept the theory of knowledge, at the same time, can be transformed from theoretical learning to proficiency, so that the teaching is more rich in the atmosphere of real combat. For this reason, each instructor of the military basic course will choose a large number of cases and facts in teaching, and put them into different teaching methods and means. It can be seen that the content of the military basic course teaching includes both teaching the basic theory, but also includes the selection of teaching aids and the use of teaching methods and other content. The teaching organization department should be based on the characteristics of the armed police force teaching, on the basis of a comprehensive review of the teaching materials, the entire content of the teaching to regulate the adjustment of the definition, and only in this way the armed police force practical teaching can be strictly standardized, the military basic course instructor teaching content to always move forward along to enhance the actual combat-oriented construction of the troops.

(2) accurate quantitative assessment. Quantitative assessment is an important teaching supervision means being comprehensively promoted by the armed police colleges and universities, which is not only an important means of evaluating the teaching work of instructors, but also a powerful motivation to promote instructors' clear teaching work goals. It is widely believed that the level of quantitative achievement is the fundamental criterion for evaluating the teaching ability of instructors. How the assessment is conducted, how teaching is conducted, and what is not tested will never attract the attention of each instructor. The degree of accuracy of quantitative assessment, to a certain extent, affects and restricts the improvement of teaching quality. It can be seen that the armed police force practical teaching, but also only in the quantitative assessment to the direction of the actual battle, to the teaching work bias, in order to fundamentally solve the problem of teaching the practical type is not strong. In this regard, the teaching supervision department should be highly responsible for the actual combat construction of the troops, from the accurate quantitative assessment down hard work, with real strength, make a long force, and effectively develop a quantitative assessment system in line with the laws of military basic course teaching and the actual combat construction of the troops. The military basic course instructors should follow the guidelines of the teaching supervision department, in their own ability quality and teaching content on the real effort, hard work, and strive to promote the continuous upward and upward development of practical combat teaching.

(3) improve the system specification. As the old saying goes, "No rules, no square", teaching is a kind of practical activity of preaching, teaching and solving problems, which is related to the growth and progress of students. The perfect system specification is to ensure the effective implementation of this activity is the fundamental initiative. Armed police force work itself must comply with and adhere to the various provisions and norms relating to the work of the force, and only then the work of the force can be formal, strict, standardized operation, all kinds of accidents can be effectively avoided. Similarly, the armed police force teaching as an important activity to teach military basic theoretical knowledge and skills, must also have a perfect system of norms to do to guarantee. This requires that the military basic course teaching control department, according to the actual teaching work, from the teaching content, teaching methods, teaching skills and other aspects of its strict norms. The military basic course instructors should make a due statement and action in learning the regulations, using the regulations, and keeping the regulations, and should always be familiar with all kinds of

teaching management and force work regulations as their own preparation, lecture and teaching the fundamental followings, and really make teaching always practical and accurate.

6. Conclusion

At present, the whole army is in the adjustment and reform period, the new rules, new measures issued one after another to implement the military basic course as the core teaching task of the Armed Police Force, must be closely around the pace of the strong army reform, vigorously promote the actual combat construction. Armed police commanders are the promoters, practitioners and leaders of the strong army reform, the military basic course instructors are the decisors of the training of hard, first-class grass-roots front-line team management and diligence. To this end, the author based on the needs of the armed police force work construction development, from the current armed police force practical teaching problems, focusing on improving the armed police force practical teaching level, mainly from the military basic course instructor's internal motivation, participation in teaching activities and improve the supervision measures, put forward a few views on the new situation of the military basic course instructor can build. In the course of this paper, it fails to cover all the contents of improving the actual combat teaching of military basic course instructors, and every aspect of actual combat teaching is an important part of its research, which deserves continuous attention and research by the majority of officers and soldiers.

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