

Research on the Practical Reform of the Contents of Post-related Courses for Equipment Support NCO

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Abstract. This paper discusses the teaching reform of the post-related courses of the non-commissioned officers of equipment support from three aspects: the current situation of the post-related courses of the non-commissioned officers of equipment support, the idea of improving the content of the post-related courses of the non-commissioned officers of equipment support and the measures of the course teaching reform. It also analyses and discusses how to scientifically carry out the equipment teaching to improve the quality of the personnel training of the non-commissioned officers under the actual conditions. On.

Introduction

NCO education is an important part of military vocational education, which has a stronger position orientation and more typical characteristics of military vocational education. It can be said that its essence is vocational education. The training of non-commissioned officers is oriented to specific posts, and the establishment of post courses is the specific means to acquire the professional skills required by the post. The post curriculum is the core of the post education curriculum system, which embodies the teaching quality and characteristics of the post education institutions. Therefore, the teaching and training of post curriculum has become the focus of research and attention of educators.

Analysis of the Current Situation of the Post-related Courses for Equipment Support NCO

Lack of Overall Planning for the Construction of Post Courses

For a long time, in the construction of post courses, some specialties are generally satisfied with being able to win an award. However, there is still a lack of systematic and in-depth research on how to construct a professional course. Many key courses have completed the project construction. Generally speaking, most majors still have not a thorough understanding of the curriculum construction standards. They still plan the curriculum construction and content construction according to the original modular thinking, which makes the construction of some post courses not systematic, the connection between theoretical teaching and practical teaching is not close enough, and the connection between textbooks and classroom teaching is not close enough. Each module has formed an "isolated island" of teaching, which leads to the ineffective convergence of curriculum construction in some specific indicators and content requirements, thus affecting the teaching effect of professional courses, which is very disadvantageous to the cultivation of students' comprehensive ability.

The Construction of Post Courses does not Give Prominence to the Characteristics of NCO Education

Post courses are important courses for cadets before they go to the army for professional practice. Through the study of post courses, i.e. professional courses, the trainees must be able to master the professional knowledge of the corresponding specialty, and can independently or collaboratively complete a certain type of equipment maintenance and support tasks. At present, due to the constraints of the traditional teaching idea of "wide caliber and large platform", the current post

courses emphasize the breadth of knowledge too much in the course construction, and pay insufficient attention to the depth and applicability of different professional equipment maintenance and support knowledge points. As a result, some teachers tend to deviate from the actual needs in the overall design of teaching and students learn. There is a phenomenon of "dragonflies dotting water" in the study of multi-type equipment professional knowledge. There is still a gap between the training intensity and professionalism of maintenance support and the ability requirement of maintenance posts in the army, and the characteristics of NCOs are not prominent enough.

The Reform of Post-based Curriculum is more Formal than Content and less Effective

Some majors are not fully aware of the essence of actual combat teaching, laying particular emphasis on concepts and slogans, simply pursuing changes in form, not combining the nature and characteristics of the curriculum itself, and conducting targeted research to demonstrate the reform of teaching content and mode. In the reform of teaching content, it is not close enough to the army and the actual combat, especially the actual combat teaching content is not obvious enough; in the reform of teaching mode, aiming at task-driven, based on the working process, some just shout slogans, which are not fully reflected in the specific teaching implementation; in the reform of assessment methods, the understanding of formative assessment is not in place. There is a "one-size-fits-all, one-size-fits-all" phenomenon. Some curriculum assessments have not been carefully studied and designed in accordance with the characteristics of the curriculum, blindly pursuing formative assessment forms, inappropriate assessment arrangements, and non-standard organization and implementation. It is still an urgent problem to plan practical teaching strategies according to this major.

Practical Reform Thought on the Content of Post-related Courses for Equipment Support NCO

In fact, the level of warfare will directly affect the adaptability of cadets to their posts after graduation. It is impossible to adapt to the future war without cultivating exquisite professional skills that meet the needs of actual combat. With the gradual progress of the practical reform of the post curriculum content of equipment support NCOs, the construction of the post curriculum content is imminent.

The clear position orientation of NCO education and the essence of practical teaching require that the teaching objective must be based on the training of post competence. The purpose of training professional competence post curriculum is to train students' post competence. Therefore, its teaching objective must be "focus on post, strengthen ability".

What kind of Posts does the army have in actual combat? What competencies do you need in your position? The teaching goal of the post course is to cultivate what kind of talents. Taking the major of antiaircraft artillery repair as an example, the main task of the serving post of the army is to complete the maintenance, operation, use, troubleshooting and verification of the Antiaircraft Artillery Equipment firepower system. Therefore, the teaching goal of its core course must be positioned to train the basic maintenance, principle analysis, performance interpretation and Fault Research of this type of antiaircraft artillery equipment. Research ability, gradually form scientific, rigorous, collaborative and innovative repair literacy.

At present, our school undertakes many kinds of training tasks to train military equipment maintenance and support personnel, with different training objects, different training purposes and different training priorities. Therefore, the teaching implementation of equipment support NCO post course must be based on "layers", "posts" and "people". According to different levels, different posts and different people, classes are organized and training is organized separately, post courses are designed separately, teaching implementation plans are designed separately, and different teaching contents, modes, methods and means are determined. Taking the major of anti-aircraft gun repair as an example, on-the-job training focuses on training students' first post ability, upgrade training focuses on training students' post expansion ability, and special training focuses on training students' technical support ability of specific types of anti-aircraft gun equipment, specific positions

and specific equipment. Only by fully recognizing the diversity of Vocational education, combining with the actual needs of different "levels", "positions" and "personnel", tailoring the clothes according to the "style", tailoring the "body" and implementing the teaching, can the training objectives be guaranteed, and the trainees can be qualified as soon as they graduate or graduate.

NCO education is a typical post education. The short-term nature of post education requires that teaching means must be used comprehensively to improve teaching effect and efficiency.

Measures of Teaching Reform

Optimizing Curriculum Design and Realizing "Three Transformations"

One is the change of teaching objectives from "subject specialty" to "practical skills". Most of the trainees have received professional education. The teaching content of the course "Equipment Structure" in vocational training should focus on reflecting vocational objectives, taking vocational skills as the backbone, and theoretical teaching should serve the training of skills.

Second, the curriculum content changes from "relative lag" to "real-time update". The starting point of vocational training course is to meet the requirements of the post. The content of vocational training course must adapt to the speed of equipment development. According to the demand of the post for talents' knowledge and ability, it should make the fastest response, adjust the course content timely, adhere to the openness of the teaching content system, keep the advanced and adaptable of the teaching content, and highlight the new theory, new technology, new equipment and new technology. The teaching of law. Every link of the teaching process, including the formulation of curriculum standards, the compilation of new textbooks, curriculum design, courseware production, has new information, new content and new development. It pays attention to grasping the starting point, key points and difficulties of the teaching content among the training objects at different levels, and effectively integrates the new theory, new technology and new equipment content into the teaching process. Enhance the ability of the students to take the initiative to adapt to the development of equipment.

Thirdly, we should strengthen practical teaching and realize the transformation from knowledge to ability and quality. In the process of teaching, according to the idea of "learning to use, using to learn", we should increase the proportion of practical teaching, take the equipment specialty room as the main platform, take the professional teaching practice base as the basic support, let the students touch the main training equipment of the army at any time, go back to the classroom to quench at any time, constantly improve the practical operation and maintenance skills, realize the transformation from knowledge to ability quality, and effectively improve the first task. Functional competence.

Reforming the Teaching of Courses and Proposing New Teaching Modes and Methods

Aiming at the characteristics of dull and abstract structure and principle of equipment parts and components and less perceptual knowledge of students, the teaching mode of "instructor guidance, physical (model) understanding, multimedia presentation, induction and summary, practical application, network supplement" is put forward. Teaching is carried out in the equipment specialty room, which provides equipment, parts and teaching models, as well as related teaching software, multimedia playing environment and campus network interface. First of all, under the guidance of the instructor, the trainees directly observe the structure and working process of the whole machine and its main parts and components through the dynamic anatomy of the physical simulation demonstration. Next, we introduce the structure principle of the equipment and use the multimedia teaching environment to summarize the learned knowledge, and guide the instructors to further understand the problems, analyze the problems, improve the analytical ability and master the essence of knowledge.

"Teaching is feasible, but not impossible". The teaching of on-the-job training should be flexibly implemented according to the equipment support problems obtained from the feedback of graduates and army research. In the teaching process, guided by the new teaching concept, teachers are

emphasized as the leading role, students as the main body, and problems urgently needed to be solved in equipment support are taken as the guidance. The "heuristic", "learning-guided", "problem-based" and "research-based" teaching are flexibly carried out. In the course of teaching, we should avoid blindly emphasizing intensive and detailed lectures, pay attention to shallowness, inspiration and guidance, take appropriate measures to communicate, communicate and interact with the students, and make timely adjustments according to the reactions of the students, so that the students can gradually develop good habits of conscious, active and positive thinking, and improve their competence.

Strengthen Curriculum Construction, Build New Means, New Platforms, New Links and New Mechanisms to Build a Combination of Virtual and Real Training Means

Through the construction of hardware conditions for the coexistence of multimedia and practical teaching in specialty rooms, and the development of virtual training system for new equipment, a teaching environment with both hardware and software is formed, and a composite teaching method combining virtual and practical teaching is realized. Give full play to the advantages of various teaching bodies and media, integrate with each other, develop strengths and avoid weaknesses, form the overall advantages of transmitting teaching information, and promote students' autonomous learning.

According to the characteristics of students at different levels, personalized teaching platform is constructed. Different teaching methods and methods are adopted for the on-the-job trainees from different universities, different majors, different knowledge backgrounds and different distribution destinations to adapt to the complex and diverse teaching situation. Combining the needs of training posts for the development of post skills, organizing teaching, fully tapping and utilizing the tacit knowledge of post trainees, integrating personalized education, teaching students in accordance with their aptitude, and promoting their personality development and self-improvement on the basis of generalization of personnel training. Constructing skills training link based on open practice teaching.

Constructing a Comprehensive Evaluation Mechanism Based on Students'ability and Quality

According to the strong practicality of the course "Equipment Construction", the proportion of practice assessment and process assessment is increased in the examination plan. Practice assessment and process assessment account for 60% and end-of-class assessment account for 40%. Establish "equipment construction" test questions bank, test papers are randomly selected by the examination center, teachers do not participate in the teaching, ensure the fairness of the examination, mobilize the enthusiasm of students to learn. Practical assessment adopts the method of drawing lots on the spot and putting out questions on the spot, and carries out individual operation examination for each trainee. Process assessment covers group mutual assessment, student self-assessment and teacher evaluation.

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