

Research on Military Vocational Education from the Perspective of Supply-side Reform

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ABSTRACT

In order to promote the innovation of military vocational education of our army, and improve new breakthroughs and developments in personnel training, the problem of promoting military vocational education reform is analyzed from the perspective of supply-side reform to reshape the concept of military vocational education and the military vocational education curriculum system. Military vocational education information teaching platform, military vocational education military-civilian integration, military vocational education system and other military vocational education reform ideas will be put forward.

Keywords: *military vocational education, education reform, supply side*

1. INTRODUCTION

With the deepening of the reform of the military's size, structure and strength composition, and the in-depth development of military professionalization, it is required that our military's military vocational education must be innovative and promote new breakthroughs and new developments in personnel training. The Third Plenary Session of the Eighteenth Central Committee of the Communist Party of China, "Decisions on Several Major Issues Concerning Comprehensively Deepening Reforms," pointed out that "focus on deepening the reform of military academies and establish a new military talent training system that integrates military academies education, military training practice, and military vocational education." In 2014, with the approval of President Xi Jinping, the original four headquarters jointly issued the "Implementation Opinions on Accelerating the Development of Military Vocational Education", which clearly pointed out that the development of modern military vocational education is a major decision and deployment made by the Central Military Commission and pointed out the development direction for military vocational education [1]. This article attempts to analyze and explore the current dilemmas faced by military vocational education based on the perspective of supply-side reform, and propose corresponding reform measures for the problems.

2. SUPPLY AND DEMAND

Supply-side reform means "starting from the supply side, using reforms to promote structural adjustment, correcting the distortion of factor allocation, improving total factor productivity, expanding effective supply, enhancing the

flexibility and adaptability of the supply structure to changes in demand, and better to meet the practical needs of the broad masses of the people, and to promote the sustained, healthy and stable development of the economy and society." The supply-side reform faces two key problems: one is the lack of effective supply, and the other is the excess of backward production capacity. Although "supply-side reform" is an economic term, there are also problems of excessive backward production capacity and insufficient effective supply in the field of military vocational education.

Military vocational education refers to the basic military knowledge and military skills required for modern military struggles to train students in accordance with the professional needs of military personnel, relying on specific military institutions, and through appropriate methods, to cultivate the military professional qualities, the arts of military struggle and the fields of science. Educational activities for the way of thinking [2-3]. Military vocational education service is a quasi-public product. The demand side of military vocational education is the students and the army. Cadets need to obtain knowledge and abilities through military vocational education, as well as educational resources related to quality training; military vocational education needs to provide high-quality military personnel, high-quality scientific research results, high-level military culture, and high-standard decision-making consultation. During their studies, the students are the demand side of military vocational education; after graduation, the students become the product of military vocational education, and the army is the demand side. Military vocational education is the supply side of military human resources. The creation of the educational environment, the allocation of educational resources, the establishment of educational platforms, and what kind of education methods can be provided are all problems on the supply side. There is obviously excessive backward production capacity and

effective supply. The problem of insufficient. To sum up, the supply-side reform of military vocational education refers to the reform of the main body, educational resources and education model of military vocational education services. That is, under the framework of top-level design, taking the problems and demands in the development of military vocational education as the starting point, starting from the supply side, through a series of in-depth policy measures and institutional reforms, changing ideas, adjusting structures, promoting transformation, increase efficiency, promote the rational return of the value of military vocational education, eliminate the backward production capacity of military vocational education, and realize the precise, effective and innovative supply of military vocational education, thereby more effectively meeting the demand for human resources in military construction and development, and realizing military Sustainable development of vocational education. Therefore, to transplant the concept of "supply-side reform" in the field of economic development to the field of military vocational education is not only a transfer of concepts, but also a transformation of concepts, concepts, and institutional mechanisms.

3. IMPORTANCE OF PROMOTING THE REFORM OF MILITARY VOCATIONAL EDUCATION

3.1. Realize the Rational Return of Value

Soldiers are a special profession under the background of social division of labor and production. The pursuit of professional "instrumentality" in the military vocational education process is understandable, but the education level should not only be stagnant in narrow technical aspects, but should pay more attention to the comprehensive development of professional soldiers. Vocational" education, which contains the most fundamental essence of education-education of human nature [4]. In the practice of military vocational education, students are usually only regarded as "receivers" of military knowledge and military skills, lacking the education of the students' subjectivity and neglecting the education of the students' personal nature. The focus of the supply-side reform of military vocational education is to improve the quality of military vocational education. The training of "professional soldiers" is the original intention to improve the quality of education. Both non-instrumental and instrumental are emphasized to cultivate military vocational capabilities, professional qualities, and professional recognition. A new type of military talent with a variety of abilities and qualities, such as sense, innovation, and thinking, makes the supply of vocational education more in line with the needs of national defense construction and military struggle preparation. This is also the first priority for constructing a modern military

vocational education system based on supply-side reforms follow.

3.2. Improve the Effectiveness of Talent Supply

The effectiveness of military vocational education can be understood as investing as little time, financial and material resources as possible to achieve as many educational effects as possible, as high as possible educational efficiency, and as large as possible educational benefits, so as to achieve the established educational goals and satisfy the military And personal educational value needs. Through the supply-side reform of military vocational education, we provide students with professional, systematic and humanized education services, set educational goals for the future, formulate training standards for the battlefield, and determine learning courses for the army, so that the quality of officers and soldiers can be improved in line with the mission of the army Needs to match the supply of talents with the talent needs for national defense construction and military struggle preparation, dynamic balance between supply and demand, optimization of military human resource allocation, meeting the diverse needs of national defense construction and military struggle preparation, and maximizing military vocational education.

3.3. Improve the Accuracy of Talent Supply

The separation and disconnection of supply and demand is the primary reason for the prominent deep-seated structural contradictions in the field of military vocational education. At present, the military vocational education of our army is facing the new situation of new military reforms and adjustments of the military system. It lacks the perception and feedback mechanism of the fast-changing external environment and the needs of the army. There are closed and delayed professional settings, repeated inefficiencies, and needs of the army. The disjointed tendency of "structural waste" and "structural deficiency" has resulted in military vocational education not being able to effectively respond to the military's demand for military human resources, and unable to adapt to the adjustment of the military system, resulting in misplaced and ineffective supply of talents [5]. The reform of military vocational education can only abandon the old thinking and old model, break the vicious circle of scale expansion and closed school, turn to quality improvement and open cooperation, promote connotative development, and focus on cultivating the professional ethics, professionalism and professional quality of the students, and improve the students. In order to obtain accurate, satisfactory, and high-quality education supplies in a timely manner, and to meet the actual needs of national defense and military development.

3.4. Enhance the Innovation of Talent Supply

The innovation in the supply-side reform of military vocational education is to accurately grasp the basic laws of military vocational education, pay attention to the internal connection between military vocational education, national defense construction and military struggle preparation, and coordinate and resonate from the demand side and the supply side. The problems and demands in the development of military vocational education are the starting point [6]. Through systematic theoretical innovation, system innovation, means innovation, organizational innovation, and model innovation, the structure of military vocational education development will be adjusted, and national policy support will be fully utilized to coordinate the integration of the military and The characteristic and advantageous resources of local colleges and military units, realize the rationalization and scientific allocation of element resources, and regard innovation as an effective tool to transform the development mode of military vocational education and solve the deep-seated problems and contradictions of military vocational education. The modern military vocational education framework system for the joint development of the school.

4. REFORM PATH OF MILITARY VOCATIONAL EDUCATION

With the in-depth advancement of the reform of the military's scale structure and strength composition, profound changes have taken place in the military's institutional structure and the military's demand for talent structure, scale, and level, providing an opportunity for the supply-side reform of military vocational education. At present, military vocational education needs an in-depth analysis of demand-side demands in the development concept and reform path, transforming the concept, content, means and mode of education supply, from extensional development to connotative development, and paying more attention to the structure and quality of talent supply and benefits.

4.1. Reshape the Concept and Promote the Rational Return of Educational Value

Military vocational education under the concept of lifelong education is the historical mission of military vocational education given by the reform and development of the army. The primary concepts for the construction of a modern military vocational education system based on supply-side reforms are people-oriented, quality first, and lifelong learning. It is necessary to readjust and shape the talent training concepts and goals of military vocational education in accordance with the requirements of the Central Military Commission and Chairman Xi's

decision-making and deployment. In the past, the pursuit of the level and scale of running a school has shifted to improving the quality of running a school; from the past emphasis on imparting theoretical knowledge of books to the training of practical ability to fight the level; from the past focusing on the training of job quality during active service, to the transition from military enlistment, retirement to retirement The lifelong education of the military has turned the philosophy of military vocational education from tool value to human value, and cultivated new high-quality military personnel with military professionalism, professional ability, and professionalism.

4.2. Improve the Curriculum System to Achieve Seamless Connection between Education and Military Needs

The ultimate goal of military vocational education is to cultivate high-quality military talents who can adapt to the needs of the post and achieve sustainable career development. However, career development is characterized by dynamic changes. Military vocational education is required to continuously improve the adaptability of talent supply and avoid professional settings and military needs. Dislocation, course content and professional standards are out of touch, teaching process is not connected with military practice, and dynamic "matching" adjustments to professional settings, curriculum design, and talent training programs are made in a timely manner. First, the professional setting must be effectively combined with the needs of the troops. Major is the combination point of military vocational education and the needs of the army, and it is the carrier of military vocational education personnel training. When setting up the military vocational education, it should be based on the long-term development strategy of the country and the military struggle preparation needs of the army, facing the battlefield and being close to the army Integrate the professional structure with the national development strategy, and maximize the role of military vocational education in serving national defense and army building. The second is the effective combination of course content and professional standards. At present, our army has gradually introduced the "Regulations on the Qualifications for Commanding Officers of Combat Forces" and other qualification standards. Professional qualification standards are the basic requirements for professional ability and should also become an important basis for measuring the level of military vocational education. In the course of education, vocational qualification standards should be actively introduced and used flexibly to standardize teaching content and test teaching results, thereby enhancing the pertinence and effectiveness of talent training. The third is to effectively integrate the teaching process with the practice of the army. Military vocational education naturally closely links education with military struggles. During the organization and implementation of military vocational education,

classrooms must be actively expanded to battlefields and training grounds; methods are actively expanded to practice and training; models are actively expanded to joint education and training. Joint training and expansion, pay more attention to the status of practical teaching, highlight practical teaching links, and give play to the role of practical teaching, so that talent training is closer to the needs of the post.

4.3. Build an Information-based Teaching Platform to Realize a Flexible and Autonomous Learning Model

With the continuous development of modern information technology such as big data, cloud computing, virtual simulation, etc., it has triggered profound changes in the vocational education model. Research and exploration of informatization teaching models suitable for military vocational education are used to drive the modernization of military vocational education and improve the supply of military vocational education talents and the promotion of military vocational education are of great significance. One is to actively develop military vocational education informatization courses. Use information technology to adjust the traditional military vocational education model, create online learning courses represented by MOOCs and micro-classes, establish a group learning model of layered training, classified teaching, and menu-based course selection, and implement a personalized and mobile flexible teaching model. To promote the formation of a real-time, autonomous, and ubiquitous learning model, forming a full-time, full-domain, and full-staff education pattern. The second is to implement a virtual simulation training platform for military vocational education. By constructing a virtual battlefield training system based on virtual simulation technology that is more in line with the laws of reality and more vivid and realistic, it replaces some practical teaching links that are expensive, dangerous, and difficult to operate, and explore new models of practical teaching. Ways to continuously improve the practical teaching quality of military vocational education. The third is to formulate standards for the construction of military vocational education informatization and establish an informatization vocational education resource sharing mechanism. Integrate resources in various fields and regions, realize the cross-border integration of vocational education information resources, and promote cross-regional cooperation and resource sharing in military vocational education; explore the comprehensive spread of "Internet +" in military vocational education teaching practice, curriculum management, and teaching services. The opened path has promoted the continuous improvement of the informatization level of military vocational education.

4.4. Strengthen Military-civilian Integration and Realize the Optimization and Sharing of Educational Resources

Actively exploring the development of military-civilian integration in the field of military vocational education making full use of local resource advantages, those are not only practical measures to implement the national military-civilian integration development overall strategic plan, but also an inherent requirement for the transformation and development of modern military vocational education. The first is to strengthen top-level design and incorporate military vocational education into the national vocational education plan. Incorporate the development needs of the military and the professional and job requirements of military personnel into the national education development plan, and integrate military vocational education into the national defense education system. The second is to improve laws and regulations and lay a legal foundation for military vocational education for military-civilian integration. The military-civilian integrated development of military vocational education covers a wide range and involves a wide range. We should actively learn from the experience of some developed countries and the militaries, and continue to promote the legislation and regulations of military-civilian integration of military vocational education, and deal with military-local relations, work systems, departmental responsibilities, etc. Important matters should be established in the form of laws and regulations as soon as possible, clearly dividing the tasks, powers, and responsibilities of various levels and departments in the process of military-civilian integrated education in the local and military. The third is to improve the integration training mechanism and promote the smooth implementation of military-civilian integration in military vocational education. In accordance with the principle of deep military-civilian integration, establish a military-civilian integrated military vocational education authority and leadership organization composed of both military and local parties, accelerate the promotion of military-civilian coordination of professional layout and structure, formulate complete supporting mechanisms and policies, and realize military-civilian integration of military occupations. The integrated management and leadership of education work provides decision-making consultations and suggestions for solving the problems of military-civilian integration of military vocational education and the formulation of military vocational education plans, and supervises the effective implementation of military-civilian integration of military vocational education.

5. CONCLUSION

Promoting the supply-side reform of military vocational education is not only the actual demand of external defense construction and military struggle preparation, but also the deep-seated solutions of the internal military vocational education system itself. Only through a series of in-depth policy measures and institutional reforms, can the rational return of military vocational education value be realized and promoted effectively. In order to make talent training closer to the needs of the post, we need pay more attention to the status of practical teaching, highlight practical teaching links, and give play to the role of practical teaching. With the precise and innovative supply of military vocational education, we can realize the healthy and sustainable development of military vocational education better.

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