

# A Study on the Construction of the Teaching Team of Integrated Education and Training of Colleges and Army

Weidong Zhou<sup>1</sup>, Ye Sun<sup>2\*</sup>

<sup>1,2</sup>*Department of Vehicle Application, Army Academy of Armored Forces, No.1 Huayuan Road, Economic and Technological Development Zone, Changchun, Jilin Province, China*

*\*Corresponding author. Email: 913916674@qq.com*

## ABSTRACT

Focusing on the needs of personnel training for non-commissioned officers, this paper promotes the joint training of academies and troops to develop in depth, and builds a specialized and integrated joint education. Joint training teaching team is an urgent need to speed up the process of non-commissioned officers' education and teaching reform, which helps to solve the current difficulties in the construction of "double-qualified" faculty team. The article takes the joint teaching and joint training teaching team construction between the non-commissioned officer education college and the relevant task force as the research object, which analyzes the difficulties it faces, and explores the operation mode and guarantee mechanism of the professional and integrated joint teaching joint training teaching team construction.

**Keywords:** *specialized and integrated, joint education and training, teaching team, construction*

## 1. INTRODUCTION

The way of training high-quality non-commissioned officers with a combination of education and training in a practical, open and integrated manner is not only an important way to actively explore new models of non-commissioned officer training and effectively improve the quality and efficiency of non-commissioned officer training, but also to actually test non-commissioned officers. The need to cultivate the effect and further promote the actual combat of teaching training [1]. With the in-depth development of joint education and training and the steady advancement of teaching reforms, the direction of non-commissioned officers' equipment support personnel training has become more clear. College faculty needs to practice in the military, and at the same time, relevant personnel from the task force need to come to the college to take part-time courses, making the structure of faculty more complicated and diversified, teaching management is facing challenges, and teaching team building is in urgent need of innovation.

## 2. MAJOR DIFFICULTIES IN THE CONSTRUCTION OF THE TEACHING TEAM OF JOINT EDUCATION AND TRAINING

Joint education and training is a joint interaction between academies and troops. It is a joint action of cross-unit departmental cooperation, cross-disciplinary professional

docking, and cross-regional organization. It is the organic integration and two-way interaction of educational resources. Carrying out joint education and training requires effective cooperation between academies and troops, integrating resources from both sides, and optimizing and reorganizing teaching teams. Due to the late start of non-commissioned officer education in our military academies, in the course of development, "the introduction and training of faculty members has followed the model of general colleges for a long period of time [2], and the related supporting policies and management systems are not perfect. As a result, the overall construction level of the faculty of personnel training for non-commissioned officers and equipment guarantee personnel in our military academies is not high, and the characteristics of vocational education and job training are not obvious, making its development face many difficulties.

### 2.1. College Full-time Faculty "Cannot Go Down"

The joint training of academies and troops is the development trend of non-commissioned officers' equipment support personnel training. However, most of the instructors in the academies have not really stepped out of the troops, and have not gained experience in combat and training support for front-line equipment. Most of the young faculty members come directly to teach after graduating from ordinary colleges or military education institutions. The workload of ordinary colleges is relatively large, and there is no time to train in the front line of the army. Most key teachers are accustomed to the traditional theoretical

teaching model. They have energy but are unwilling to join the army. They do not have strong subjective desire to serve the army and devote themselves to the improvement of national defense capabilities. Fight and train with officers and soldiers of the army. Moreover, although some academic leaders have long had relevant professional qualifications, they seldom step out of the army, and it is difficult to improve their teaching and practice capabilities. The instructors of colleges lack practical experience in the military, are not familiar with professional-related business skills, and can master the latest information, technology and core business of military equipment support. This is an important problem facing the construction of the teaching team of colleges.

### ***2.2. Part-time Military Personnel "Cannot be welcome"***

At present, military personnel have few part-time jobs in colleges, and most of them only give academic lectures, and a few take a professional course. The colleges give a small amount of time for each class. At the same time, colleges require part-time personnel to have intermediate and senior titles and years of military experience; qualified military personnel not only have a fixed time and are unwilling to attend classes at the academy. Due to the large number of tasks in the army, especially the experienced and outstanding backbone forces, it is difficult to get away. The teaching and management capabilities of personnel who can go to colleges for a long time are uneven, and some are difficult to meet the teaching needs, coupled with insufficient training funds and part-time personnel. Due to poor management and other reasons, part-time faculty has many problems in terms of scale, stability, work efficiency, and operation mode. This is a bottleneck restricting the construction of the teaching team of non-commissioned officers.

### ***2.3. Full-time and Part-time Faculty Team Management "Cannot Keep Up"***

The training of non-commissioned officers requires the establishment of a team of specialized and integrated teaching and joint training instructors, and members should exchange and help each other, exchange what is needed, and integrate with each other. Full-time faculty "going to the army" and part-time faculty "going to class" are the basic requirements for the training of non-commissioned officers. At the same time, it is necessary to improve the management system, change the current situation of full-time and part-time faculty members fighting each other, achieve real collaboration, and achieve the goal of "1+1>2" the creativity of the teaching team. Full-time instructors need to use the military platform to gain practical experience to help them grow, and military personnel can also use the academic platform to improve their teaching management capabilities and theoretical knowledge. Moreover, taking advantage of

the opportunity of the joint training of in-depth academies and the military to create a professional and integrated teaching team for joint training is an urgent need for the cultivation of non-commissioned officers.

## **3. ORGANIZATIONAL STRUCTURE FOR THE CONSTRUCTION OF A PROFESSIONAL AND INTEGRATED TEACHING AND TRAINING TEAM**

Training high-quality talents requires a high-quality teaching team. To build a combined education and training team that is specialized and integrated, it is necessary to seize the great opportunity of the current military attaches great importance to the reform and development of non-commissioned officer education and teaching, to improve the quality of personnel training as the core, professional construction as the main line, and to deepen the combined education and training. In order to guarantee, explore the establishment of an innovative teaching organization with a reasonable structure, complementary advantages, and strong teaching and service capabilities.

The training of non-commissioned officers' equipment support personnel needs to rely on equipment and joint troops to run schools. It is possible to establish "project studios", "academic classrooms in the military", and "training grounds in academies" with various resources such as workshops and equipment as links. As an internship training base, set up a teaching team. An efficient teaching team generally centers on a major or a major category, and makes full use of the human resources of the academies and troops. There are 2 principals, 4 to 6 backbones and a group of full-time and part-time personnel.

The basic requirements for the team leader are high professional ethics, strong practical skills and teaching ability, can correctly grasp the direction of professional construction and development, and have appeal and influence. The key members come from the key teachers of the academy and the key personnel of relevant positions in the army. They are required to have rich professional knowledge, good teaching and practical skills, and be able to provide technical development and services for the academy or the army. At the same time, the team also needs the active participation of military coaches and young college teachers. The trainers of the army are generally responsible for the training of non-commissioned officers in the army. They have certain practical work experience and high training skills. Joining the teaching team can effectively improve the teaching efficiency. In the teaching team, the full-time and part-time personnel of the academy and the military complement each other's advantages, share resources, and cooperate in unity and cooperation. Together they assume the roles of course instructors, training instructors, counseling instructors, vocational skill appraisers, and teaching and research innovation experts, and jointly complete the A series of teaching and research tasks such as training, research and development, and identification.

## **4. TEACHING DESIGN PROMOTES THE IMPROVEMENT OF TEACHING QUALITY**

### ***4.1. Job Interactive Talent Selection Model***

The in-depth development of joint education and training between academies and troops requires academies to reform their personnel management system and implement a "post interaction" talent introduction model. First of all, start with the selection of new faculty. According to the particularity of non-commissioned personnel training, the selection conditions need to be inclined to the grassroots and front-line troops, and professional practical ability is one of the important standards for the admission of college faculty, such as adding "have this professional work experience 1 to 2 years and so on". Secondly, in the training subjects, reserve positions for the elites of the troops, so that more troops' fine style can be integrated into the campus. According to the professional setting and professional technical content, it can also create "on-campus studios", "stationed R&D rooms" and "talent training bases" with the joint education and training units to provide a platform for post exchanges and interactions. Through the "School Station Studio", we will arrange military post interaction personnel as professional leaders, training instructors and part-time instructors. With the help of the "Station R&D Room" and "Talent Training Base", full-time instructors will be sent to the front line of the army to work and serve as trainees. Management, new technology and new tools research and development positions.

### ***4.2. A Talent Exchange Model with Both Positions***

The dual-job talent exchange model is based on the needs of the academy and the army. It is arranged by the joint education and training coordination agency of the academy and the army, or coordinated with the superior department to solve the problem, and establish a dynamic and long-term two-way part-time, dual-identity exchange Financial mechanism. It is required that both the academies and the military be equal to each other as substantive team positions, and part-time personnel are required to have positions, responsibilities, specific work tasks, and part-time periods according to work needs. At present, there is a big difference between academies and troops in terms of working environment and work intensity. In order to gradually break through the boundaries, it is more suitable to adopt a joint teaching and joint training method with both functions. Military personnel go to colleges to take part-time or substitute duties, and engage in various types of education and teaching activities related to their professions; full-time instructors go to the military to take part-time or substitute duties, and serve as technical cadres, engineers, and conduct job knowledge for military officers and soldiers. Training, so as to realize the integration of post and teaching post.

Relatively speaking, this is more economical and more efficient.

### ***4.3. Talent Development Model of Interoperability of Professional Titles***

To build a "dual-level" teacher team, it is necessary to improve the professional and technical title evaluation system of the instructors, and to link up with the military technical titles, encourage existing full-time instructors to participate in various technician examinations, actively apply for the second professional title of the army, and take the initiative to obtain the joint education and joint training troops Certification qualifications. For faculty who have obtained "dual title", priority will be given to promotion. At the same time, establish a qualification certification system for part-time military instructors, improve the referral system for military technical titles and academic faculty titles, and explore ways for powerful military commanders and technical cadres to obtain academic faculty qualification certificates and professional titles. Mobile build "overpass". Of course, the talent development mode of interoperability of professional titles is not to lower the evaluation standards of professional titles, but to improve the quality of non-commissioned officers' talents, and to innovate the management system of joint education and training of academies and troops based on the principle of "resource mutual use". Institutional education directly meets the needs of the troops on the faculty.

### ***4.4. Talent Cultivation Model of Teaching Mutual Aid***

The talent cultivation mode of teaching mutual assistance refers to the common learning system of full-time and part-time teachers established based on common teaching goals. Through the mutual assistance mechanism within the team, full-time faculty members and part-time faculty members carry out "pair assistance", which not only allows part-time faculty members to obtain efficient guidance in the grasp of syllabus, scientific standards of teaching plans, educational skills and ethics, but also It can enable full-time teachers to obtain job skills related to frontline teaching in the assistance, and provide a learning platform for the joint development of the joint teaching and training teaching team. In addition, colleges can organize full-time and part-time faculty members to participate in various skill competitions, so that full-time faculty members can improve their professional practical ability in the process of exchanging skills and experience with their counterparts in the military.

### ***4.5. Talent Promotion Model for Mutual Benefit in Scientific Research***

Taking advantage of the joint education and training of academies and troops, academies and troops take the initiative to jointly carry out horizontal subject research and expand service activities, such as helping the troops solve actual equipment management problems and technical problems. The team leader can divide the academies and military personnel into different groups according to their respective strengths and hobbies, and devote themselves to a certain aspect of research, so as to gather everyone's efforts to carry out collective research and project application work. Encourage the joint education and joint training forces to participate in the application of academic projects, and enhance the radiation influence of the teaching team. Scientific research results and patents are given priority to transfer to the joint education and joint training unit, jointly develop and complete joint education and joint training projects, and inject catalysts for the integration of the faculty.

## **5. GUARANTEE MECHANISM FOR THE CONSTRUCTION OF A PROFESSIONAL AND INTEGRATED TEACHING TEAM**

Joint education and joint training is a process in which academies and troops focus on the needs of talent training, and contribute to each other, leverage each other, and work together. The current academies' teaching and scientific research tasks and the military's training and exercise tasks are very arduous. The construction of a combined education and training teaching team that requires both academies and troops will inevitably increase the burden on both sides. How to make things troublesome for both sides become less troublesome, and make things that both sides shirk off into active behavior, win-win is the source of motivation, and a sound mechanism is the guarantee for smooth implementation [3].

### **5.1. Training Mechanism**

Colleges need to establish a teaching team growth mechanism that meets professional characteristics, effectively strengthen the training of full-time faculty's practical ability and scientific research ability, and the education and teaching ability of part-time faculty and teacher ethics training, set up special training funds, and improve the long-term system of faculty training. The main forms of practical skills training for full-time instructors include: substitute or job-based, that is, the superiors or the army will uniformly arrange jobs for no less than half a year; part-time, that is, part-time in the army after completing the school work; training type, That is, use the vacation to go to the army to receive concentrated short-term skill learning, and so on. The main forms of part-time faculty business and teacher ethics training are: pre-job training, that is, participate in the pre-post training of college teachers with full-time new faculty; pass-through, that is, full-time faculty

provides one-on-one assistance to part-time faculty on specific teaching issues Guidance and so on.

### **5.2. Incentives**

Both academies and troops need to focus on the training needs of non-commissioned officers, reform relevant systems, and establish incentive mechanisms that favor the full-time faculty and key positions of the academies and troops. Specifically, it can be used in teaching workload conversion, performance evaluation, allowances, and title review. Faculty staff and other aspects are given priority to mobilize the enthusiasm and initiative of full-time and part-time faculty. It is also possible to establish a bundled incentive mechanism for teaching teams, formulate rewards for outstanding professional teaching teams, and enhance and demonstrate the overall strength of the teaching team.

### **5.3. Evaluation Mechanism**

Under the "mutual recognition of honor" system, it should establish a multi-dimensional evaluation system for the joint education and joint training teaching team of academies and troops, that's aim to form a joint teaching management and quality feedback mechanism for the academy and the military. In terms of evaluation content, it depends on the individual's completion of the work and the degree of achievement of team goals. In terms of evaluation subject, there are evaluations by trainees and team members, but also the recognition of troops and higher-level agencies; In terms of methods, it depends on the evaluation of the team's final results, as well as periodic supervision and assessment; in terms of evaluating benefits, it depends on both qualitative theoretical results evaluation and quantitative actual training benefits.

## **6. CONCLUSION**

The application and achievement of the results have been proved the applicability and scientificity of the findings; it is helpful to improve the accuracy and attractiveness of theoretical teaching, and promote the understanding and mastery of the trainees; it is beneficial for improving the pertinence and standardization of practical teaching, shortening training time, improving training quality and efficiency which has a higher promotion and application value.

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