

Research on Action-Oriented Teaching in Non-Commissioned Officer Education

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ABSTRACT

Combining with the characteristics of the incumbent education curriculum and students, it's analyzed the necessity of adopting action-oriented teaching in non-commissioned officer education in this paper. To further deepen the application of action teaching concepts in teaching, this paper created conditions from four aspects: building an integrated teaching place, expanding training bases, improving the ability training system of teachers, and enriching online teaching resources. Finally, taking action learning as an example to introduce the implementation model and implementation process of action learning, it provides references for further innovation of teaching methods centered on action-oriented teaching concepts.

Keywords: *action-oriented teaching, action learning, implementation process*

1. INTRODUCTION

The vocational education of non-commissioned officers requires students to learn on the basis of their positions, highlighting military characteristics and the needs of competent positions. The training objectives mainly focus on comprehensively improving their ability to perform their duties and professional qualities, keeping up with missions, job requirements, and career development. With the continuous reform of development, the continuous upgrading of weapons and equipment, the military's requirements for the maintenance and support capabilities of non-commissioned officers' equipment are also continuously increasing. However, due to the influence of traditional teaching methods, many of the on-the-job education courses still focus on knowledge teaching in the classroom, and students lack the motivation to learn.

In recent years, many vocational education courses centered on action orientation, applying action-oriented teaching guidelines and concepts to the teaching process, and achieved certain teaching results. Deepening the application of action-oriented teaching concepts in the curriculum will help students learn in task actions and quickly form their job-holding capabilities.

2. PROBLEMS IN THE NON-COMMISSIONED VOCATIONAL EDUCATION CLASSROOM

2.1. Some Teachers' Education and Teaching Concepts are not Updated in time

For a long time, due to the particularity of military academies, some instructors have been accustomed to

adopting traditional teaching. Instructors are the imparters of knowledge and are committed to imparting knowledge in textbooks to students. At the same time, with the development of information technology, traditional teaching models are increasingly adopted. Show its drawbacks.

2.2. Status of the Students in the Classroom is not Prominent

The students' learning foundation is relatively weak and their cultural foundations are uneven. At the same time, due to the relatively boring theoretical content of some courses of non-commissioned officer vocational education, students are prone to be tired of learning and lack active learning interest. Coupled with the lack of effective interaction and guidance in the classroom, students cannot effectively participate in the classroom teaching process and cannot play their subjective functions.

2.3. Some Teachers are not Strong in Leading Ability

Some faculty members mainly take the imparting of professional knowledge as their first assignment, and they speak too much while students do less. They are not afraid to let the students learn and explore actively; some faculty members lack the knowledge and application of modern educational methods and technical methods, and they cannot give full play to the guidance, teaching, and guidance functions of teachers in the teaching process.

3. THE FEASIBILITY AND NECESSITY OF ACTION-ORIENTED TEACHING

The earliest action-oriented teaching can be traced back to the "project teaching" in Rome in the 16th century and the "school of labor" movement represented by George Kaisersteiner and Gaudich in Germany in the early 20th century. In the late 20th century, vocational competence became the most important educational goal of modern vocational education in the world, and action-oriented teaching became the research center of vocational education [1].

3.1. Action-oriented Teaching Conforms to the Claims of Humanistic Psychology

When the action-oriented teaching is implemented, it is recommended that students form a learning team, work together, support each other, share knowledge and experience, which is more conducive to stimulating the participants' enthusiasm for learning and achieving better learning results. Effectively stimulate students to participate in discussions and ignite their passion for learning. Let each student participate in the classroom, participate in the learning process, and give the opportunity to express their opinions.

3.2. Action Learning Gives Everyone the Opportunity to Play Their Unique Value

The knowledge and experience of each participant is different. The perspective, way of thinking and experience background of the problem are different. Action learning makes it possible for each student to play its unique value, and it is easier to stimulate student participation and Potential. Action learning is student-centered and advocates that students are the main body of the classroom and teachers are the organizers of the classroom. The traditional classroom is mainly based on the teaching of teachers, and the students' acceptance of knowledge is mainly based on understanding and memory, lacking in-depth thinking, and often knowing what is happening and not knowing why. Action learning delegates autonomy to students, inspires students to explore solutions on their own, and forces them to use their brains and think of ways, so that the knowledge acquired will be more impressive in their minds.

3.3. The Necessity of Deepening the Concept of Action-oriented Teaching

Action-oriented teaching is based on action or task-oriented teaching. In the teaching process, teachers are no longer the instructors of knowledge and skills, but as teaching consultants and classroom teaching organizers. The teaching process learns through the actions of students

and learning for action, to promote the development of students' professional ability. Students' problems to be solved are clear, and the use of action teaching concepts is conducive to students' active participation, knowledge sharing, internalization of knowledge in exchanges and discussions, and enhancement of abilities.

4. CREATE CONDITIONS FOR THE IMPLEMENTATION OF ACTION-ORIENTED TEACHING

Action-oriented teaching emphasizes learning in action or work tasks. It has the characteristics of openness, action, cooperation and professionalism. These characteristics determine action-oriented teaching and traditional knowledge-based teaching. In the construction of teaching conditions, Implementation methods and means are very different. Action-oriented teaching requires the support of a teaching environment and teaching guarantee that are compatible with the teaching concept. Deepening the application of action-oriented teaching concepts in the curriculum will help students learn in task actions and quickly form their job-holding capabilities.

4.1. Combining Theory and Practice to Build an Integrated Teaching Place

The implementation of action-oriented teaching requires the creation of an environment of "learning by doing and learning by teaching" in the teaching process. The teaching emphasizes that students are the main body of learning. During the teaching process, teachers should design teaching activities to create practical opportunities for students. Atmosphere, to guide students to actively construct knowledge and form skills through practice. Therefore, the function of "integration of theory and practice" teaching place should integrate ability training, skill training, and theoretical study [2]. To meet the needs of theoretical study, practical operation and skill training.

4.2. School-enterprise Alliance to Expand the Training Base for Job Ability

Carrying out various forms of school-enterprise cooperation and establish an internship training base. School-enterprise alliance is an effective way to realize the concept of action-oriented, cultivate practical ability, and innovate practical models. Through the joint training between colleges and manufacturers, the advantages of the manufacturers in the production and debugging process of clear components, clear processes, and many opportunities for exercise are used to enable students to master job skills. Taking real job requirements as the practical content not only enables students to master relevant theoretical knowledge, but also helps stimulate students' ability to

solve practical problems, and in turn stimulate their innovative ability.

4.3. Military and Civilian Integration, and Perfecting the Instructor Ability Training System

Action-oriented teaching requires teachers to not only impart professional theoretical knowledge to students, but also guide students to complete the practical operation of professional activities, and moreover, they must have the ability to grasp curriculum settings, use guiding techniques, and promote effects under the action-oriented concept. Therefore, action-oriented teaching requires teachers to be not only "dual-professional" teachers, but also new "three-professional" (teacher, engineer, trainer) talents with classroom management ability, leadership, and innovation. Schools should establish a faculty ability training system, encourage faculty to go out, participate in relevant learning training, and improve their own abilities.

4.4. Online and Offline Integration to Enrich Online Teaching Resources

The wave of digitization has brought incredible changes to the education field. The convenience and efficiency of digital education has caused more and more colleges and universities to use digital education to innovate educational methods. We must make full use of the digital platform, integrate the teaching content based on the action-oriented center, put the courses that require hands-on practice and cultivate the practical ability of operation offline, and turn relevant knowledge points that are convenient for students to learn by themselves into online courses to enrich learning Resources, increase learning channels, improve students' learning enthusiasm, and take digital education as a useful supplement to traditional education. It can be implemented from the following aspects.

4.4.1. Combination of MOOC and micro-class online education

For some knowledge points that are relatively fixed in meaning, or knowledge points that are difficult to describe in words and need to be practiced repeatedly, they can be expressed in the form of MOOC or micro-classes, which are not only easy to understand but also the simplest and most economical. Makes the way of acquiring knowledge more convenient, the teaching mode is learner-centered, and the learning cost is greatly reduced.

4.4.2. "Flipped classroom" cultivates learning ability

Whether it is a MOOC or a micro-class, providing resources is not equal to the teaching process. "Flipped classroom" is an important manifestation of the online education teaching process such as MOOC and micro-classes. It is an indispensable important for students to learn MOOC and micro-classes independently. Teaching link. After students learn independently online, teachers organize classroom learning offline, and through the form of "flipped classroom", the content of students' autonomous learning is concentrated and sublimated to improve the conversion rate of knowledge.

5. INNOVATIVE ACTION-ORIENTED TEACHING METHODS

Action-oriented teaching is a guiding ideology and concept of vocational education. Under the guidance of the concept of action-oriented teaching, a variety of action-oriented teaching methods have been formed in the field of vocational education, such as seven-stage collaboration-reflective teaching method, project-based Guide essay teaching method, case teaching method, project method, etc. In the field of corporate training, with action-oriented training concepts, action learning is widely used for corporate training [3]. We extended this method to vocational education and achieved good learning results.

5.1. Action Learning Implementation Model

Putting into action is the foundation of learning, and effective learning is achieved through knowledge exchange. Therefore, action learning is based on the interrelationship between reflection and action. It is a cyclical learning process of planning, implementing, summarizing, reflecting, and then formulating the next action plan [4].

5.2. Action Learning Implementation Process

Table 1 Examples of Action Learning Implementation Process

	Implementation steps	Content	Method
1	Clarify practical content and goals	Engine fault diagnosis and troubleshooting	Construction scenarios
2	Draw up an action plan	Using relevant knowledge to develop a practical plan	Grouping
3	Implementation of practical activities.	Each student learns to write his own ideas, analysis, and word theory; then conducts operation verification	Design activities, discussion, operation
4	Summary	According to each student's troubleshooting time and correct rate, Whether there is a problem to summarize	Discussing Result analysis
5	Reflection	How to do, experience and lessons	Group reflection Personal reflection
6	Evaluation	Teachers and students conduct behavior evaluation, feedback, confirmation	Confirm correction

The description of each step of the implementation process is as follows:

(a) When conducting action learning, the teacher first constructs the scene to allow students to clarify the goals and content of action practice, and explain to students why they need to learn related content and how to apply it to work, and guide students to learn voluntarily.

(b) After clarifying the practical content and goals, guide students to make a practical plan. Explain or review, recall, and be familiar with the basic theoretical knowledge required for practice, and then organize students to formulate a practical plan based on the principle. Tell students what they will learn to do and how they will do in this process, and guide students to learn independently.

(c) In the course of practice, the content can be discussed in groups. The practice link designs interesting and effective activities for students, emphasizing practicality, enlightenment, application and exploration. Fully tap each student's knowledge potential, maximize students' creative thinking and innovation ability, and guide students to learn through action.

(d) Summary is a convergent process. It is a very important process to guide students to evaluate, review and judge every link in the practice process. In this process, the faculty members should not only play a role, but also let the students fully feel the sense of autonomy and control. If all the conclusions are obtained by the students, the solutions obtained by the students with deep participation are the real solutions. Only the results of students' own thinking can students truly understand, accept and practice, and will be internalized into their own abilities.

(e) Evaluation feedback can let students know their learning effect in time. To see whether students have gained through inspection, the way of evaluation can be oral examination, written examination, observation, and performance evaluation. Feedback is provided immediately after evaluation. There are two forms of feedback: one is correction, explaining to students with poor learning effects how to achieve the goal; the second is confirmation, telling students with good learning effects that they have reached the goal. Timely evaluation and feedback can help students relieve stress and encourage students to study further.

6. CONCLUSION

In the Internet age when various learning methods are constantly iterating, it is difficult to rely solely on the experience and wisdom of the teachers to improve the teaching quality of job education. With the continuous reform of development and the continuous upgrading of weapons and equipment, the military's requirements for the maintenance and supporting capabilities of non-commissioned officers' equipment are also continuously increasing. Deepening the application of action-oriented teaching concepts in the curriculum will help students learn in task actions and quickly form their job-holding capabilities.

To cultivate the working ability and improve teaching efficiency better:

(a) Deepen the concept of "action teaching" in the teaching

- (b) Build more platforms
- (c) Combine more channels
- (d) Use richer teaching methods
- (e) Use updated teaching methods to attract students' attention
- (f) Stimulate students to think more dimensionally to improve the quality of teaching.

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