

# Research on Innovative Teaching Strategies of Non-commissioned Officers' Pos Education in the New Period

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## ABSTRACT

Firstly, it explains the concept and characteristics of non-commissioned officer education in the new period, and the difficulties in implementing non-commissioned officer education. Secondly, it analyzes the characteristics of non-commissioned officer education objects in three aspects: the group, individual differences and role characteristics of non-commissioned officers, the teaching material system, faculty construction, and teaching methods required for job education. Finally, it explores countermeasures for non-commissioned officer education.

**Keywords:** job education, innovative teaching, countermeasure

## 1. INTRODUCTION

The rapid development of high and new technology with information technology at its core has triggered profound changes in military theory, war patterns, and combat styles, and knowledge-based military affairs have begun to take shape. The new military reforms and the new military system establishment have brought profound changes to the situation and tasks facing our military. How to accelerate preparations for military struggle and military reforms with Chinese characteristics has proposed new and higher education for non-commissioned officers, especially non-commissioned officers. Requirements.

## 2. OVERVIEW OF NON-COMMISSIONED OFFICER EDUCATION

### 2.1. Analysis of the Concept of Non-commissioned Officer Education

In a general sense, non-commissioned officer education refers to education aimed at solving the knowledge, ability, and quality required by non-commissioned officers. The vocational education of non-commissioned officers in our military academies refers to the vocational education carried out by non-commissioned officers in order to meet the needs of gradual promotion.

Therefore, it is understood that job education should grasp four points: First, job education is vocational education based on basic academic education. The career education of a non-commissioned officer can be divided into "two stages", that is, the basic academic education before the appointment, that is, the current three-year junior college

education for non-commissioned officers and post-service education. Post-holding education should be based on the completion of basic academic qualifications and with post-holding education for job changes or promotion. Second, the development of non-commissioned officer education must be guided by the job requirements. The same post in the military has different job requirements in different periods, and changes in job requirements lead to the reform and development of job education. Third, job-holding education focuses on the cultivation of job-holding ability. The job-holding education focuses on the timeliness, pertinence, and practicability of the job-holding ability and quality of the trainees, and has a distinct military career orientation. Fourth, the job education is the training and training for the needs of non-commissioned officer's ability and quality for promotion or conversion, emphasizing progressive training and implementing it in stages.

### 2.2. Characteristics of Non-commissioned Officer Education

Comparing non-commissioned officer education with academic education, it shows two different educational value orientations. Academic qualification education aims to lay a solid foundation, enhance development potential, and focus on the long-term, stable and basic quality of students. It is an education that lays the foundation for the development of students in their lives. The purpose of job education is to comprehensively improve the job-holding ability and creative quality of non-commissioned officers, focusing on the timeliness, pertinence, and practicality of the students' quality.

Non-commissioned officer education has obvious characteristics: First, it is professional. Non-commissioned

officer education is a kind of vocational education, and has distinctive military professional characteristics. Non-commissioned officers must master military theoretical knowledge and specialized skills, integrate study and work, and provide targeted post services to the troops to receive job education. The second is applicability. On the basis of mastering the basic theories of military profession, non-commissioned officer education emphasizes practical application, and highlights the ability to solve practical problems in the field of duty. Third, it is comprehensive. The trained non-commissioned officers have comprehensive qualities, which are reflected in the unity of knowledge and ability, theory and practice, operation and group training.

### ***2.3. Difficulties in the Implementation of Non-commissioned Officer Education***

The implementation of non-commissioned officer education is a complex system project. The main difficulties affecting the implementation of non-commissioned education are as follows: First, the research on non-commissioned officer education theory is not strong enough, and a non-commissioned officer education theoretical system with the characteristics of our army has not yet been formed. Secondly, a non-commissioned officer education mechanism that is capable, efficient, responsive, and has a clear division of tasks to meet the needs of talent growth has not been established. Third, it has not yet established a teaching system that combines the adjustment of the internal system of colleges and universities, the optimization and reorganization of disciplines and professions, and the education needs of non-commissioned officers. Fourth, the transformation of the overall function of the teaching staff of non-commissioned officers has not yet been realized. At present, the faculty of the educational institutions undertaking the appointment of non-commissioned officers, regardless of the knowledge structure or professional experience background, does not meet the requirements of the job training. To this end, effective measures should be taken to realize the transformation of the function of the faculty from supporting academic education to satisfying job training [1].

## **3. ANALYSIS ON THE EDUCATION OBJECT OF NON-COMMISSIONED OFFICER**

### ***3.1. Analysis on the Group Characteristics of the Educational Objects of Non-commissioned Officers***

In recent years, our institute has successively held several training courses for non-commissioned officers in junior high schools and non-commissioned officers in high

schools, training nearly 1,000 non-commissioned officers. A comprehensive analysis of the age structure and educational level of the trainees, and the training objects as a whole are examined. The non-commissioned officer training objects have the following characteristics.

Non-commissioned officers have rich practical experience. The training targets are professional non-commissioned officers who have received professional training from the corresponding college. The students are all under 28 years old, and only 4% are over 30 years old. The trainees generally have worked for many years, have relatively rich experience in the use and maintenance of military equipment, certain organizational and management capabilities, a certain level of political thought and corresponding professional knowledge and operational skills for their own work. The training target has the characteristic of rich practical experience, which is very important for us to carry out on-the-job training. It is an important basis for us to formulate teaching plans and implement teaching method reforms.

The educational object of the post has a relatively stable psychological quality. From the perspective of psychological characteristics, the group of job training objects is relatively stable in terms of emotion, will and character. This age group has a strong ability to understand and analyze problems. Therefore, they have strong observation and rich imagination, and they are motivated to learn, have a strong sense of consciousness, and are physically and mentally healthy. The stability of the psychological quality and physical and mental health of the training target group is an important aspect that we must pay attention to when we carry out job education. It has a certain guiding role for us to design training content and change the traditional indoctrination teaching method.

There is only a limited training time for job-holding education objects. The group of trainees participating in the vocational education are mainly operators in a certain position of the army. The time for full-time concentrated learning is limited, basically about one month. Apart from the prescribed training and learning time, the trainees have not much time for learning. The limitation of learning time for in-service education and training is an important factor that we must consider when formulating and implementing training and teaching programs.

The target of the post education is directional and comprehensive in receiving knowledge. The majority of trainees participating in non-commissioned officer education have a junior college or higher education level, and they already have certain military, cultural, and professional knowledge. There is a big difference between their participation in job education and regular education. The purpose of their participation in learning is mainly to solve the problems they face in actual work and improve the efficiency of the use and maintenance of military equipment. Therefore, their participation in the training is actually a process of active participation. The absorption of knowledge in teaching is mainly to deepen, broaden, strengthen, update, and extend. The subject consciousness and participation consciousness of the students are more obvious and strong, so that their absorption of knowledge

is directional and comprehensive. This characteristic of the non-commissioned officer education group requires that our position education curriculum is targeted and the content taught must be effective.

### ***3.2. Analysis of Individual Characteristics of Non-commissioned Officers***

Everything not only has common characteristics, but also has individual differences. While investigating the common characteristics of the group of non-commissioned education targets, it is necessary to further analyze the individual differences of the training targets. Only in this way can we make overall plans and take account of common characteristics and individual differences, and truly embody the principle of "teaching on demand". The individual differences of non-commissioned officers are mainly manifested in the following two aspects.

1. The difference in educational level of the educational objects of the post. The educational level of non-commissioned officers is quite different. In terms of academic level, in the same class, there is a big gap between different students. Some students are undergraduates, and some have technical secondary school or high school education. Due to different educational backgrounds, they need different theories, knowledge, skills, etc., so the training requirements and knowledge acceptance are also very different. This requires in-service education and teaching to design training content in a targeted manner according to the actual situation, and consciously use students of different educational levels to participate in teaching activities and serve teaching.

2. The educational objects of the post have different knowledge structures. Due to the different majors studied in the past and the differences in the work they are engaged in, the current knowledge structure of non-commissioned officers is very different. At the same time, it also explains the shortcomings of the participants in the necessary knowledge, and training them does have practical significance.

### ***3.3. The Role Characteristics of Non-commissioned Officers***

If we subdivide the training targets of non-commissioned officers, they can be divided into junior high school, high school training or new equipment training. Although their job responsibilities are different, they are all engaged in tasks such as the maintenance, management and support of military equipment. Understand and master the changes in military equipment, give full play to the corresponding initiative, enthusiasm, and creativity, and at the same time coordinate various internal relations between officers and soldiers to create a vibrant and energetic whole [2].

## **4. RESEARCH ON THE COUNTERMEASURES OF EDUCATION AND TEACHING MANAGEMENT FOR NONCOMMISSIONED OFFICERS**

Investigation non-commissioned officers have their own characteristics and job requirements. For this reason, when designing a teaching management plan, it is necessary to base on the needs of the trainees' positions, based on the work of the army, comprehensively analyze the characteristics and differences of the trainees, and formulate a targeted teaching management plan.

In terms of the design of the training content, the focus should be on the army's requirements for training positions for non-commissioned officers at different levels. Do a good job in different levels of job demand analysis, and have a very clear direction for the development of job training personnel. It is clear to solve the urgent problems related to their work through learning. To achieve the following aspects:

### ***4.1. Strengthen the Construction of Teaching Materials System for Non-commissioned Officers***

In view of the reality that the original teaching materials cannot meet the needs of job education, the latest results of new theories, new knowledge, new technologies, and new training methods must be included in the teaching scope in a timely manner. According to the idea of "Comprehensive curriculum, topic teaching", we must go deep into the army. Carry out special research, extensively listen to opinions, comprehensively revise and improve the teaching materials, and promptly introduce hot issues such as the recent typical high-tech local war combat styles into the teaching, creating and improving a group of troops closely related to military struggle preparations. Special textbooks that are urgently needed and high in information content. At the same time, a new subject content was constructed, forming a new model in which a topic is a textbook. At the same time, it is necessary to establish a mechanism for updating the content of teaching materials, and to incorporate the latest achievements of new theories, new equipment, new technologies, new tactics, new training methods, new management methods, and the practical experience of military science and technology training into the teaching scope in a timely manner. Teaching content and teaching material system that are in line with the development of new equipment and meet the educational needs of non-commissioned officers. Only by establishing a teaching material system that meets the needs of non-commissioned officers' education can the quality of non-commissioned officers' education be guaranteed.

## ***4.2. Take Measures to Speed up the Construction of the Teaching Staff for Non-commissioned Officers***

One of the difficulties currently faced by colleges and universities that undertake job-holding education is: teachers lack military experience, and their engineering practice capabilities are relatively weak, making it difficult to meet the needs of job-holding education. Speeding up the construction of the faculty of in-service education should aim at vocational education, clarify the thinking, clarify the key directions and construction goals, and adopt new measures to comprehensively promote the construction of the faculty of in-service education.

### ***4.2.1. Establish a new strategy for faculty construction***

For job education, subject-based faculty can no longer fully meet the needs. What is needed is compound faculty, including multiple aspects of knowledge, ability and experience. In terms of construction methods, a variety of ways have been established to combine full-time and part-time jobs, a combination of academies and troops, and a combination of organizational training and self-refit. On the focus of construction, strengthen the training of faculty's ability to hold posts.

### ***4.2.2. Strengthen the training of teachers' practical ability***

The engineering practice ability and equipment command and management ability of the faculty team is the basis for continuously improving the quality of talent training, and will inevitably become the focus of faculty training in the future. The training measures mainly include: organizing practical teaching ability training, led by experienced instructors, comprehensive training from basic maintenance skills to practical teaching organization and implementation; arranging instructors to exercise on behalf of the army. In accordance with the principle of job correspondence, each year, teachers are arranged in a planned way for the newly equipped troops. In order to ensure the quality of the military's on behalf of the army, a corresponding supporting assessment system should also be established.

### ***4.2.3. Bring in military experts***

Hire some military experts as instructors. Make full use of military resources, establish a joint force education mechanism for academies and military units, and actively invite military engineering and management and command experts with rich practical experience to serve as teaching instructors, help train young teachers, or directly participate in the teaching work of academies.

## ***4.3. Exploring the Teaching Methods and Models of Post Education***

### ***4.3.1. Divided teaching***

In view of the obvious differences in the actual work experience of the trainees, in the practical teaching link, the trainees are divided into two levels according to the military service experience, and the teaching is carried out according to the needs of the trainees to master the content. Implement class-based teaching and change the "one-pot cooking" method. For example: For some students with rich practical experience, use the form of individual communication, and let them introduce the experience and problems in the management of the army and the maintenance of equipment. These experiences and problems are very valuable to other students. The wealth of people can play a better teaching effect than teachers teach.

### ***4.3.2. Project-based teaching***

The trainees are required to summarize the problems encountered in the army, and form several subject groups according to the types of problems. The instructors will organize and guide the subject research, so that the trainees can solve the problems in the theoretical analysis of the instructors, their own study and research, and the mutual discussion of teaching. The results of solving the problem are returned to the army.

### ***4.3.3. Open teaching***

Broaden practical teaching channels and fields, and extend the classroom to the military. As far as possible, establish contact with the equipment maintenance personnel of the surrounding troops of the academy, communicate in a timely manner the problems encountered in the use and maintenance of the equipment, so that the teaching of the academy and the equipment management training of the troops form a benign interaction, promote the transformation of theory to practice, and improve the teaching of the academy Targeted.

### ***4.3.4. Menu-based teaching***

In view of the individual differences of the trainees, to meet the individual learning needs, relying on the online course group and the courseware library, the trainees are provided with various basic theories of equipment, working principles, equipment structure principles, on-duty maintenance, fault diagnosis and maintenance experience and other topics. Provided to students in teaching, to achieve menu-style services. In this way, students at different levels can learn by themselves as

needed according to their actual conditions, and can contact teachers to discuss problems.

#### 4.3.5. Seminar-style teaching

Change "full classroom" to intensive lectures, self-study thinking, seminars and exchanges; change the teacher's lectures to classroom seminars, so that students can enter the classroom with thinking. Before the start of each topic, the topic of the seminar is determined based on the needs of the students, so that the students can think about the problem and communicate with the understanding, and finally the instructor will make a summary. In each seminar, the faculty designated students with better foundation to speak first to guide everyone in the discussion. In this way, many theoretical questions have been answered in the seminar, and many academic questions have also caused controversy. Moreover, the students' own questions and answers are easier to understand and accept.

## 5. CONCLUSION

The new military reforms and the new military system establishment have brought profound changes and tasks to our military. How to accelerate preparations for military struggle and military reforms with Chinese characteristics has proposed new and higher education for non-commissioned officers, especially non-commissioned officers.

Therefore, in order to meet the needs of non-commissioned officer education in the new period, we must grasp the characteristics of non-commissioned officer education and the difficulties in implementing non-commissioned officer education, and explore practical and feasible strategies for non-commissioned officer education and teaching methods on the basis of the inherent law of non-commissioned officer education.

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