

# Study on the Teaching Model of "Group Training Method"

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## ABSTRACT

"Group training method" actual combat teaching reform, we should fully understand the significance of carrying out actual combat teaching, firmly set up the concept of training for war, optimize the content system of group teaching, innovate the teaching mode of group training, perfect the evaluation system of actual combat teaching, and comprehensively improve the ability of group training for soldiers and soldiers based on the mode of "division training for officers and men".

**Keywords:** group training method; actual combat; teaching

## 1. INTRODUCTION

In recent years, with the improvement of our army's sergeant system, the role of sergeant in the army's construction and the development of the army's combat effectiveness has become more and more prominent. In the Outline of Military Training and Appraisal, the form of training for officers and men is clearly defined, which gives the officers an independent training task, assists the officers to shoulder the heavy responsibility of training and teaching, and assumes the dual roles of "trainees" and "trainees" in the course of military training. As the backbone of the soldiers, the ability of the sergeant group training is directly related to the military training level of the troops, but also affects the formation and development of combat effectiveness<sup>[1]</sup>.

## 2. SIGNIFICANCE OF CARRYING OUT ACTUAL COMBAT TEACHING

### ***2.1.To carry out actual combat teaching is an inevitable requirement for a post-secondary education institution to carry out the goal of strengthening the armed forces***

The core of actual combat teaching reform is to set up the curriculum system and teaching content system aiming at the training of actual combat ability. The actual combat teaching is from the actual combat needs, close to the actual design of the front-line troops

teaching, is to promote the war to lead the teaching, for the war to grasp the important guarantee. In order to promote the integration of teaching, research and training, it is necessary to firmly establish the basic orientation of serving and preparing for war, and to carry out the actual combat teaching as an inevitable requirement to carry out the goal of strengthening the army and cultivate the fighting spirit. "The college is the combat team, the cadet is the combatant, the classroom is the training field" thought, with the aim of winning and engaging in teaching, cultivating talents, realizing the supply side of talents training and the demand side of future battlefield precisely docking.

### ***2.2.To carry out actual combat teaching is the internal need for talents training in colleges and universities to aim at the future battlefield***

The main purpose of actual combat teaching is to solve the problem of how to meet the demand of military post and combat training in colleges and universities. Only by insisting on carrying out actual combat teaching as the internal requirement of talents training, can colleges and universities return to the essential attribute of military academy education. With the continuous advance of the new military reform and the reconstruction of the armed forces, the task of the six air and air forces is more onerous and the mission is more important. Therefore, primary education institutions must firmly establish the concept of serving the armed forces in war, pay attention to the needs of

their posts, meet the actual needs of the armed forces, scientifically construct the curriculum system, aim at the future needs of the battlefield, and further advance the reform of actual combat teaching. It is the key point of the current teaching reform to train the high-quality aero-engine talents who know the theory, can command, can operate well, can arrange the reason, can innovate bravely.

### ***2.3.The actual combat teaching is the objective demand of the curriculum teaching system to implement the standard of combat effectiveness***

The basic function of our army is to fight a war, and the standard of combat effectiveness is the only fundamental criterion for our army's construction. Therefore, the primary vocational education institutions must set up the standard of combat effectiveness firmly, clarify the connotation and requirements of the standard of combat effectiveness in the design of the curriculum teaching system, carry the actual combat teaching through the whole process of the training of aeronautical machinery personnel<sup>[2]</sup>, and pay attention to the establishment of the curriculum system and the teaching content system with the aim of training the actual combat ability. Focusing on the new ideas and new ideas of actual combat training and support in the army, the students' necessary knowledge, ability and quality are integrated into the difficult problems of teaching, and the curriculum system and teaching content are designed according to the contents, processes and requirements of the wartime work. To realize the close connection between theory and practice, the effective docking between classroom and battlefield, the consistency of training according to program and battle, the consistency of actual combat standard and scientific training, and the enhancement of skills and ability, so that the combat effectiveness standard can be put into practice in the training of new-style command personnel.

## **3. ANALYSIS OF THE TEACHING CHARACTERISTICS OF THE COURSE OF "GROUP TRAINING METHOD"**

The "group training method" is the main post course in the vocational and technical education for officers. The main content of the course is "four-one" training, which aims to cultivate the students' ability of group training through the teaching of "group class" and "group practice", so as to lay a solid foundation for the development of qualified basic-level coaches. Through the pre-teaching reform and practical application, good results have been achieved, but there is still a certain gap between the system design, teaching process and evaluation methods.

### ***3.1.The taste of "war" in the overall design of the course is not strong***

According to "curriculum design" and "curriculum teaching plan", "group training method" usually according to "three modules", "four one" standard to organize the implementation of teaching, "three modules" refers to the teaching is divided into group training basic theory (4 hours), group class (26 hours), group real (26 hours) organization and implementation. The "four-one" standard means that students are required to write a teaching plan, develop a training plan, teach a theoretical course, and organize a practical training. The overall design of the course mainly revolves around the basic theory of the group training method, the class and the group basic skills to carry on the explanation training, but does not set up the certain tactical background, from the actual combat design teaching to carry out the group training "war" flavor is lack, the course goal in the targeted "actual combat" teaching design manifests is not obvious, this leads to speaking, training, practice, war separation, the group training ability has not been promoted quickly, There is still a big gap between them and the "four sessions" of the army and the standard of combat effectiveness.

### ***3.2.The taste of "war" in the teaching content system is not strong***

"Group training method" mainly takes the method of theory explanation and practice application to carry out the teaching, the purpose is to enable the student to expound the basic concept of group training, to use the basic method of group training, to be familiar with the basic elements of teaching plan, to learn to write professional theory teaching plan, to master the teaching method of theory knowledge, to make professional training plan, to be familiar with the general process of organizing professional training, Ability to organize and complete professional skills training. But in the actual teaching process, "three modules" is relatively independent, in the teaching implementation process integrity is not strong, in the course of teaching content design in response to the needs of the army post, students personality differences grasp is not clear, simply adopt the "one pot boiling" "one cut" method, so that the classroom teaching design lack of pertinence, in violation of the military academy for the basic requirements of the war teaching<sup>[3]</sup>. Each teaching module does not incorporate the actual combat elements, combined with the current military struggle main task direction and the army recent war case is less, especially the wartime group training related basic theory and the operation key point explanation training is missing, the teaching content system design "how to fight on the battlefield, the classroom class how to teach, the war needs what, the classroom teaches what" the consciousness needs to be further strengthened.

### ***3.3. The taste of "war" in the course evaluation is not strong***

The current curriculum assessment includes formative assessment and terminative assessment. The formative assessment mainly includes class rate and classroom performance, teaching plan writing and planning, accounting for 40% of the total achievement; the final assessment includes classroom teaching and organization training, accounting for 60% of the total achievement. The assessment of class and group is a qualitative index, and it is not closely combined with the actual combat training preparation of the army. In particular, because of the lack of specific guidance and assessment of the front-line soldiers, students can only look at the "lively", do not know the "door" of training, only "on paper", can not be based on the training tasks, personnel characteristics, the difficulty of training, training field environment and other real-time, on-the-spot targeted ideological work, will not be closely attached to the combat mission and the actual flexible military training, scientific training, There is still a certain gap between training according to ability and training excellent training talents who meet the needs of army construction and future war.

## **4. TEACHING DESIGN OF "GROUP TRAINING METHOD" ACTUAL COMBAT COURSE**

The training form of "division training for officers and men, division training for sergeants" gives the sergeants an independent training task, which enables the sergeants to integrate the daily management, military training, ideological education and other multi-tasks of the conscripts, and assist the officers to shoulder the heavy responsibility of group training and teaching, whose training ability is directly related to the level of the unit's military training and affects the improvement of the combat effectiveness of the troops. Therefore, the sergeant must master the systematic training method and teaching training theory, and have the ability of excellent professional skill training.

### ***4.1. To adhere to the teaching objectives and set up the concept of actual combat education***

The scientific setting of the training goal of the course has the basic function to improve the combat effectiveness of the army effectively. First, the idea of "to fight for the war, to stand on the tree". To be able to fight a war, win a battle as the basic, timely the army information construction and actual combat training of fresh experience, the latest results into the first-line teaching. In the light of the actual situation of military combat training, the development and change of weaponry and equipment, the target model of personnel training in accordance with the standard of combat

effectiveness is constructed, and the transformation from "teaching as the main body" to "learning as the main body" and "knowledge-based" to "ability and quality-based" is accelerated. We will constantly enhance the pertinence and practicability of personnel training, and continuously improve the compatibility between military personnel training and combat effectiveness. Adhere to the "uniform training, highlight the key points", focus on the future information war needs, promote the teaching content to meet the actual combat requirements, teaching means docking war training model, teaching environment docking battlefield atmosphere, and strive to enhance the aviation machinery personnel training forward-looking, predictable, targeted. Second, we should scientifically adopt such teaching methods as decomposition method and integral method. Decomposition method is a method based on the idea of isolation, in which local and key problems are separated from the whole for detailed analysis and study. In the teaching process of "group training method", the method of decomposition can be used in three modules: basic theory, class-building and group-building. It can be used to do well the teaching group training work in every stage, and to do well the "commentator" of basic theory, "demonstration" of scientific training, and "supervisor" of group training management. The whole method is based on the whole idea. It is a kind of method to consider the relation and systematicness of the whole event on the basis of the local problem. The whole method can be set "group training method" each module in certain actual combat background, the task sends the student to carry on the personnel to organize according to the wartime, unifies the individual post duty preparation group to instruct the teaching content, focuses on the actual combat may appear the danger, the difficult situation sets the training plot, appropriately increases the group training difficulty, realizes the teaching integrity in the whole course, Consistency, continuity, and completeness of class and group training on a single cadet based on combat background[4].

### ***4.2. Optimizing the teaching mode of actual combat based on the needs of the post***

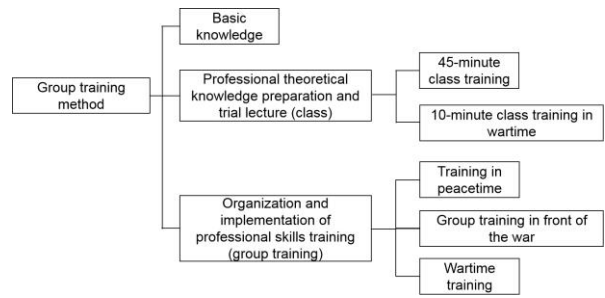
Combined with the students' own characteristics and the needs of the post, we should strengthen the ability quality of the aeronautical machineries and speed up the gradual breakthrough and rolling development of the combat effectiveness of the army. The first is to strengthen the embedded teaching design, so that the college classroom and the army post in-depth integration. The concept of "embedded training" was put forward by the United States Army in 1987. It is defined as a real weapon system driven by an integrated embedded training module or an external embedded training module in the actual weapon operating environment, which enables the trainees to interact with

the control, display or other hardware of the real weapon equipment for the purpose of completing the training. Improve the truthfulness and immersion of training. The key of the embedded teaching mode is the integration of college education and army combat, and the deep integration of college classroom and army post. Combined with the teaching practice of "group training method", according to the actual situation of the army's machine work, the teachers design the background of the task, get down to the task, and arrange the trainees to act as different positions, carry out the whole teaching process to the theory teaching, practice training operation and group training management, let the trainees take the initiative to join the post in the group training, and integrate the machine support work, and realize the transformation from knowledge-based to ability-based. It is the product that the talent training idea and the army post demand embed each other. The second is to give full play to the advantages of "joint education and joint training", so that the needs of the school education and the army seamless docking. Based on the needs of students' actual combat positions, we will promote the transformation of "knowledge-imparting" classroom to "ability-cultivating" classroom, build up a base of co-education talents by relying on the army, actively collect the relevant materials such as actual combat exercises and international typical war cases, construct a teaching background similar to actual combat, and promote the reform of actual combat teaching, in-situ teaching, practical teaching and so on. Invite the excellent commander and technical backbone of the army as part-time instructors, participate in the formulation of teaching plans and classroom teaching design, actively extend the classroom to the army, the training ground to the battlefield, so that the classroom and the battlefield seamlessly linked up, and truly transform the advantages of aircraft personnel training into the strength of the modernization of the army.

**4.3. Focusing on winning skills and perfecting the actual combat curriculum system**

The training ability is closely related to the quality of the army training, and will have a direct impact on the ability of the army to "win". First, strengthen the actual combat construction of curriculum module. "Group training method" mainly has "group class" and "group reality" two modules, in the actual combat background to speed up the reform of traditional teaching methods, scientific distribution of school hours, into the wartime training methods, in the "group class" in addition to the wartime 10 minutes "micro-classroom", combined with the wartime requirements with the shortest time to tell the relevant knowledge, in the "group reality" to distinguish between peacetime, war and wartime training mode, Make each training link flexibly into the actual combat "factor",

improve the group training "taste", as shown in Figure-1.



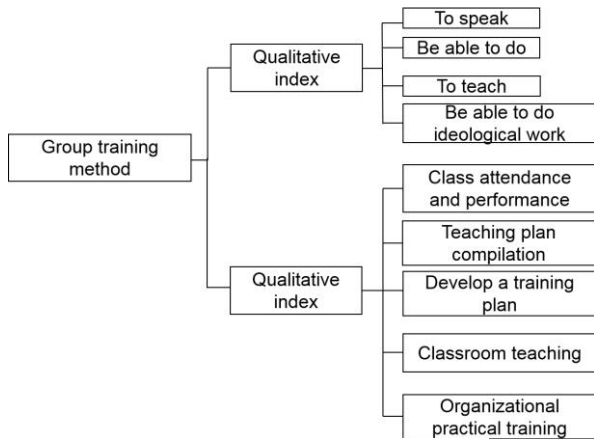
**Figure-1** Course Teaching System

Second, improve the actual combat teaching content system. Adhere to the new period of military academy education and teaching policy, take the position demand goal as the traction, take the actual combat teaching and the wartime machine support work as the main line, adhere to "fight in what environment, the soldiers in what environment to practice", fully create the actual combat atmosphere, combined with the actual installation to properly carry out the high-intensity, full-load training, in the simulated actual combat environment to enhance the students' wartime training ability. The content of group training actively focuses on the latest situation of actual combat training, which should be based on the reality and focus on the needs of future war; it should not only be difficult and strict, but also pay attention to the methods, respect the rules and ensure the scientific training<sup>[5]</sup>. Adhere to the teaching content to close to the war, practice classes according to the war training, improve the group training case construction and dynamic update mechanism, widely absorb the army war training method innovation and training experience, timely update the relevant teaching materials, for the actual combat teaching to provide the content carrier and activity basis.

**4.4. Innovating the methods of actual combat assessment in preparation for war**

The assessment of "group training method" includes two parts: formative assessment and final assessment. On this basis, we should integrate the elements of actual combat, innovate the evaluation method, and ensure the talent training to focus on combat effectiveness. The first is to establish the closed-loop evaluation thought of "one-training-one-examination-one-evaluation". Under the background of actual combat, it is necessary to set up the task of battle, to make clear the arrangement of personnel, to make use of the pre-theoretical study and practical training, to write the teaching plan, to organize the lesson preparation, to prepare the training plan, to carry out the training scientifically, so that the group and the group are interrelated and integrated. To promote training by learning, test training, evaluation training, assessment results for teaching evaluation to provide the

basis and feedback to teaching, promote teaching design update, better enhance the students' ability to train, training the whole process of each link tightly linked, mutual feedback, common promotion, so as to form a closed-loop system. The second is to optimize the assessment methods. Evaluation indicators distinguish between qualitative and quantitative indicators, as shown in Figure-2. The method of index aggregation can adopt "linear weighted synthesis", and the existing teachers and part-time instructors jointly determine the index weight, and then get the evaluation conclusion by weighted synthesis<sup>[6]</sup>.



**Figure-2** Evaluation Index System

Qualitative index mainly combines the "four sessions" standard of the course target troops, including speaking, doing, teaching, doing ideological work four abilities, according to "excellent, good, middle and bad" "first give qualitative evaluation to determine the scoring space. Quantitative indicators mainly include the rate and performance of classes, the preparation of teaching plans and training plans, classroom teaching and practical operation training and other specific assessment standards and scoring rules, according to the established scoring model to calculate the sub-scores, and then through weighted synthesis to give a comprehensive score.

**5. CONCLUSION**

Grasping for war is the eternal theme of military academy education. It is an effective way to promote the practical training ability of aeronautical machineries to push forward the reform of the practical teaching mode of "group training method". At present, there are still some problems in the teaching of military colleges and universities, such as the lack of the concept of training for war, the shortage of actual combat training courses and the lack of field training environment. Only by persisting in teaching for the war, and using the "needle" to guide the course content be reshaped, the teaching mode reform, and the military education policy of the new era be put into practice, and the level of training for the war be constantly improved.

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