



Research on the Reconstruction and Practice of Teaching Content Based on Post

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Abstract. The course “Aviation Material Storage Management” is a science that studies the theory and practical activities related to the storage and storage of aviation maintenance equipment in the warehouse. Based on the principle of “post demand and ability standard”, and on the basis of improving the understanding of the importance of reconstructing the teaching content of shipborne transformation “aviation material storage management”, it is divided into revising the course teaching plan, reconstructing the course teaching content, reforming the course teaching mode, perfecting the course practice subjects. The teaching practice has proved that it not only stimulates the students’ learning interest and learning initiative, but also greatly improves the students’ post holding ability and achieves the expected teaching objectives.

Keywords: Vocational education · Content of courses · Restructure · Implementation strategy

1 Introduction

“Strive to build the people’s Navy into a world-class Navy.” The Chinese navy has gone out of China’s coastal waters, broke through the first island chain, walked out of the Pacific Ocean and went to the world, marking the transformation of the Chinese Navy from coastal defense to ocean attack, and the Chinese navy has really moved towards deep blue. The post education in military colleges and universities is a vocational education for the purpose of solving the knowledge, ability and quality required for the post of the army. It is a kind of ability education to train students to fulfill the post mission. This kind of education pays attention to the characteristics of post pertinence, ability timeliness, knowledge application and comprehensive quality. As an aviation material management major, the objective requirements of job education require us to constantly reform and explore the professional construction, curriculum system and teaching content, so as to make it continuously improve and finally meet the teaching needs. The course “Aviation Material Storage Management” is a science to study the theory and practical activities related to the storage and storage of aviation maintenance equipment in the warehouse. According to the needs of improving the management and support ability of aviation materials integrated by military officers and soldiers, we must

reconstruct the teaching content of the course, guide the practice of storage management and promote the construction of military equipment support ability around the whole process of quantity management and quality management of inventory aviation materials in the warehouse, comprehensively improve the storage business management ability of officers and soldiers [1].

2 Definition of Basic Concepts

2.1 Teaching Content

The teaching content is a system formed by the selection and organization of the concepts, principles, skills, methods and values of knowledge and experience in the subject knowledge, social life experience or Learners' experience under the guidance of certain educational values and corresponding courses and teaching objectives. The teaching content is of special importance to the development of students, which mainly depends on the quantity, quality and suitability of the teaching content.

As the carrier of achieving teaching objectives, teaching content determines the application of teaching methods and organizational forms. Teaching content refers to the dynamically generated materials and information that interact with teachers and students and serve the teaching purpose in the teaching process. It is the main information deliberately transmitted in the process of the interaction between learning and teaching. In the teaching process, the teaching content requires teachers to process, allocate or transform the teaching material content and teaching resources according to different teaching objectives, teaching subjects and teaching situations, so as to form a specific and effective teaching design. In other words, the contents of teaching materials and teaching resources enter the teaching process and are transformed into teaching contents through the processing and "teaching" process of teachers according to the "learning" of students [2].

2.2 Reconstruction of Teaching Content

Some scholars believe that the reconstruction of teaching content is based on teaching materials. It is not only based on and based on teaching materials, but also beyond teaching materials. The reconstruction of teaching content is mainly to optimize and reconstruct the content of teaching materials for the purpose of teaching methods, practical application and teaching requirements, so as to better meet the learning needs of students. In this way, a more ideal learning effect can be achieved.

The reconstruction of teaching content should be based on the curriculum teaching plan and the in-depth understanding and reasonable change according to the post situation of the army, so as to adapt to the teaching staff. Therefore, the reconstruction of teaching content is first based on the conditions of the research on the content of teaching materials. According to the teaching requirements and the actual acceptance of students, the teaching materials are reconstructed and changed again, and the methods of addition, deletion, simplification, modification and change are adopted, so as to improve the post holding ability of students [3].

3 Basic Principles of Curriculum Content Reconstruction [4]

3.1 The Principle of Promoting Students' Development

The reconstructed teaching content should conform to the cognitive law of students, which is conducive to students to establish a complete knowledge system. Through the study of the reconstructed teaching content, enhance the students' sense of social responsibility and military professional ethics education. The reconstructed teaching content should fully reflect the characteristics of the times, add materials for the development of science and technology, and achieve the same direction of Ideological and political education in the curriculum, so as to realize the unity of morality and people. In addition, the reconstruction of teaching content should be flexible to promote the development of students, and provide independent learning space for students with different potentials and different cognitive levels.

3.2 Principle of Knowledge Systematization

In the process of teaching content reconstruction, we should pay attention to the pre concept and psychological characteristics of students. The final reflected content of reconstruction should be difficult, easy and appropriate, in line with the internal logical development of knowledge structure, help students construct and form a complete knowledge system, and avoid heavy learning burden on students' learning due to too large knowledge jump and too high level of chapter content.

3.3 Operability Principle

Teaching content is an important resource of the course. Therefore, the reconstructed teaching content should be operable, which should be general. It means that it is not restricted by textbooks, reconstruction means, social resources, regions and schools, and only rely on all available teaching resources for reasonable reconstruction, so as to better play a leading role in teaching, stimulate students' interest in learning and improve the efficiency of course teaching.

4 Implementation Strategy of Curriculum Teaching Content Reconstruction

4.1 Scientific Optimization and Revision of Curriculum and Teaching Plan

The curriculum teaching plan is the overall planning of the curriculum. It stipulates the teaching objectives, overall framework, teaching contents, assessment methods, learning methods and other aspects of the curriculum, and plays a guiding role in the teaching work. According to the requirements of qualified personnel training for aviation material professional posts and according to the talent training scheme, the teaching plan of this course focuses on the characteristics of "laying a solid foundation for aviation material management theory, mastering aviation material management skills and methods, and cultivating aviation material management ability", and carefully designs and considers

the basic concept of the course, course module design, teaching contents and requirements, teaching implementation suggestions, etc. To form a teaching plan of “distinctive characteristics of aviation material management, perfect teaching content system and reasonable requirements for teaching organization and implementation”, which plays a positive leading role in the follow-up construction of the course [5].

4.2 Solidify the Achievements and Reconstruct the Course Teaching Content

This course aims to improve teaching quality and strengthen quality education. Based on the principle of “consolidating foundation, focusing on actual combat and strengthening ability”, and the main line of “focusing on actual combat needs and improving aviation material management ability”, the teaching content is modular, closely combined with aviation material laws and regulations and ship borne transformation. It focuses on the management methods of various equipment in aviation material warehouse in peacetime and wartime, so as to ensure the high quality and standard of equipment, and the practice and application are dominant. According to the teaching law of vocational education, we build an applied teaching content system highlighting the characteristics of aviation material management.

The dynamic update of course teaching content must be reflected through the supplement and improvement of supporting teaching materials. Only by promoting the construction of course theory teaching materials, strengthening the reorganization and optimization of teaching materials, and selectively increasing the content of ship based aviation materials management and guarantee, can the teaching materials meet the objective requirements of post education theory teaching. In order to further improve the applicability of teaching content, based on the recent development zone theory, constructivist learning theory and cognitive structure assimilation theory, and according to the basic principles of curriculum teaching plan and teaching content reconstruction, this paper puts forward the strategies of order adjustment, classification, transformation and adjustment of curriculum teaching content reconstruction [6].

For example, break the original arrangement order of the content of the textbook, make the content more in line with the law of knowledge logic development and students’ cognitive development, and make it more conducive to teachers’ teaching and students’ learning acceptance. Adjust the teaching order between chapters according to the logical order of the development of things. For example, in the learning process of module 1, taking the introduction of aviation material warehouse as the introductory knowledge, the basic knowledge points of aviation material warehouse are connected one by one through the macro to micro main line of “aviation material warehouse construction planning and layout-aviation material warehouse management system and classification tasks-aviation material warehouse storage and rules and regulations”, so that the students can form a more complete knowledge system about this part.

4.3 Innovating Ideas and Reforming Curriculum Teaching Mode

The reconstruction of teaching content has adjusted and updated the structure of the original curriculum knowledge points, resulting in a wider range of knowledge points and more emphasis on the relevance and application of knowledge points. In this case,

the traditional linear teaching organization mode according to the logical structure of knowledge points can not be adopted, but the application of knowledge points should be the goal, build a new teaching mode, realize the intersection and integration of knowledge points, promote the deep integration of information technology, intelligent technology and teaching process, and improve teaching efficiency. Therefore, in order to enhance students' autonomous learning ability, strengthen students' communication and cooperation level and improve students' teamwork ability, a hybrid learning mode based on online and offline is designed in the course teaching process. Diversified course information resources can not only broaden students' horizons, but also increase their interest in learning. At the same time, they can effectively strengthen the weak links, help students better understand the teaching content in the classroom and consolidate the effect of course learning. In the design of classroom activities, according to the needs of course content, mixed teaching has designed activities such as instant response, theme discussion and group cooperation. The rich and colorful teaching activities not only break through the limitations of traditional classroom teaching, but also greatly activate the classroom atmosphere. The interaction between teachers, students and students is more frequent and the communication is more infectious. Through active participation, the quality and ability of students have also been greatly improved [7].

4.4 Integrate Resources and Improve Curriculum Practice Courses

As we all know, the battlefield is the best classroom for training soldiers, but we can't provoke war in order to train qualified soldiers. That's a heavy burden that mankind can't bear. Under peaceful conditions, the training method that can be closer to actual combat is practical teaching. On the basis of doing a good job in theoretical teaching, take the students to the army and warehouse, and let them contact soldiers, weapons, equipment and real army training; even let them really participate in the actual work of the army warehouse, let them enter the role, and fully do their homework before entering the role. They should not only make a good plan, but also deal with all kinds of emergencies in the process of practice. In reality, they participate in the parallel operation of military aviation material warehouse, participate in the synchronous analysis of overall activities, and complete various tasks of aviation material support. The annual great harvest and great development of the army is a particularly good internship opportunity. Communicate with the army before internship, make full use of this practical opportunity, and create a good opportunity for students to integrate theory with practice. Teaching is bound to achieve twice the result with half the effort [8].

4.5 Multiple Evaluation to Test the Teaching Effect of the Course

From the perspective of the relationship between evaluation and teaching, the educational evaluation model is divided into learning evaluation, promoting learning evaluation and guiding learning by evaluation. Learning evaluation is used to measure the knowledge or skills that students have learned. Promoting learning evaluation is a process in which teachers and students jointly set learning objectives, supervise, detect and evaluate learning. Taking students as the evaluation object, it emphasizes that students are active participants in the evaluation process, and promotes students' self-monitoring,

self-reflection and self-adjustment of the learning process. The use of curriculum multiple evaluation cannot only scientifically evaluate the teaching effect of the curriculum, but also effectively improve the students' interest in learning, enhance their learning enthusiasm, initiative and creativity, and lay the foundation for cultivating excellent new military talents. The mixed teaching effect evaluation adopts the combination of online supervision and offline assessment, and the combination of qualitative and quantitative evaluation. It pays more attention to the monitoring and evaluation of students' state in the whole learning process, emphasizes the improvement of self-learning ability, team cooperation ability, deep learning ability, innovation ability and other abilities, and obtains the final evaluation scheme in combination with the offline traditional face-to-face classroom teaching evaluation mode. The whole course evaluation is implemented in the course assessment, including three parts: pre class evaluation, classroom evaluation and after-school evaluation. Teachers and students participate in the evaluation together to realize the diversification of evaluation subjects. The evaluation mechanism of the whole process multiple evaluation makes the evaluation results more objective and fair.

5 Conclusions

Improving the teaching quality of aviation material storage management and ensuring the generation of professional ability of aviation material management students are the core issues of curriculum teaching reform. The reconstruction of the teaching content of the course has brought a series of changes to the teaching process and provided new ideas for the reform of the teaching content of the military vocational education course. It is necessary to optimize the teaching content, reform the teaching mode, test the teaching effect, actively explore and accumulate experience in the course implementation, improve the teaching efficiency and optimize the teaching effect, form the paradigm of curriculum teaching content reconstruction and education and teaching reform.

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