



Views on Integrated Education and Qualities of Non-commissioned Officers (NCOs) Based on Psychological Education

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Abstract. In this paper, we analyze the danger of negative psychology based on the current situation of psychological education for non-commissioned officer (NCO) trainees. We adopt an integrated education model to solve existing problems and provide new insights for exploring a two-way, mutually supportive model of integrated education.

Keywords: NCOs · psychological education · integrated education

1 Introduction

In recent years, various factors have led to the frequent occurrence of extreme psychological crises among military and local college students, and vicious incidents of self-harm and harm to others have become common among college students, who have accomplished their studies but lack personality beliefs, etc. These problems bring a great test to the growth and education of college students. In the daily teaching practice for non-commissioned officer (NCO) cadets, the difference in performance between classroom and out-of-classroom can often be found. There are a few cadets who are obsequious, distracted, uncommitted to learning, unable to withstand setbacks, and even averse to learning in the classroom, but talented and energetic outside the classroom, one of the very important reasons is the psychological factors of cadets are not mobilized or even are working in the opposite direction.

The theory of knowledge uselessness is deeply entrenched in the minds of some non-commissioned officers, although they insist on studying and doing the test under the urging of the teachers, they do not pay attention to accumulation, do something as a mere formality, and pretend to work hard, even if they fail the exam, they still don't care. The fundamental reason is that they do not really feel the power of knowledge, the deep impact of knowledge on work and life; they do not really feel the danger of lack of knowledge to their future, so they turn a deaf ear to all kinds of preaching. These negative psychologies are like time bombs hidden in the minds of the students, normally, no harm can be seen, and however, once there are induced factors or accumulated to a

certain extent, this bomb will cause the consequences to erupt extremely seriously, even if they regret it again, it is difficult to recoup their losses. Moreover, we find that people with positive energy will show a persistent and positive attitude in difficult situations, can consciously seek breakthroughs in the face of setbacks, and are persevering, this mentality is often the key to victory, in addition, the healthy psychology can make people think positively, and treat good and bad places correctly, this kind of psychology can be called positive psychology.

Negative psychology and positive psychology can lead people and things to different results in the same situation, if we study the effects and harms of negative psychology on students' behaviors, study the motivation and promotion of positive psychology on students' learning, try to run through the psychological guidance in the teaching process, flexibly use scientific and reasonable methods, and even turn the negative psychology to the positive psychology, which will bring good improvements to the learning effect of the students!

Psychological quality, as a comprehensive psychological quality, determines both the psychological level of an individual and restricts the formation and development of other abilities. To face the challenges posed by negative psychology, it is necessary to consider the following factors: cadet base, learning and training pressure, psychological condition, prevention and generation of psychological problems, mental health education, classroom teaching methods, and intervention mechanisms, and to study the influence and intersection of these factors.

2 Current Situation of Psychological Development and Education of NCO Cadets

Cadets are in the late adolescence to early adulthood stage, individual physiological and psychological rapid development, role change, facing the strict discipline requirements of the barracks, hard military training, heavy course of study, many new interpersonal relationships and lifestyle, and gradually form their own set of values and moral evaluation standards. However, this rapid growth will inevitably bring a series of contradictions and confusion, if these problems are not timely guidance and catharsis, non-commissioned officers and lack of reasonable self-adjustment methods, the accumulation of long-term psychological problems will probably be stimulated by a chance event to cause a breach of defense, resulting in excessive behavior. Therefore, psychological quality education should have a certain degree of prevention, continuity, and development.

“Most higher education institutions have established special mental health facilities for college students with professional psychological counselors. The reality is that in colleges and universities, mental health education is confined to lecture classes, coping psychological tests, and psychological files of no practical value [1].” Currently, psychological education in most Chinese colleges and universities remains unoptimistic and is characterized by four major factors.

“(1) Emphasis on the treatment of psychological problems, rather than on the development of psychological potential.

(2) Emphasis on the psychological needs of a few students and less on the developmental education of the majority.

- (3) Emphasis on opening new psychological courses, but not on improving quality.
 (4) Emphasis on the process and less on development.” [2].

A similar situation exists in the psychological education of NCOs. The textbook *Psychological Education and Training for Soldiers*, published in June 2019, points out that “psychological work should be closely integrated with the tasks of the army, closely related to the actual soldiers, throughout all aspects of the soldiers’ daily work and life, to identify and solve problems promptly” [3]. This statement clearly emphasizes the importance of integrating psychological education with classroom learning.

3 Effects of Psychological Factors on NCOs’ Learning

At present, most of the mental health education work of college students in military academies and local colleges is in the negative treatment orientation of preventing and treating mental illness, this positioning is weighted in the medical treatment of mental disorder, it does not intervene at the source and process stage of negative psychology, makes college mental health education present the characteristics of formalization, medicalization, and localization. Moreover, it also makes college students produce the willingness to avoid psychological problems and lose self-test and adjustment. Psychological problem has become a sharp knife that endangers the physical and mental safety of college students, in particular, under strict discipline requirements, military school students are under greater pressure and need to master methods to relieve psychological pressure, schools should also take advantage of the college good campus environment, adopt the pressure reduction method that students are willing to accept, take active intervention and guidance during the learning process, help students actively adjust their mental state, shape their tough character and good mentality, in dealing with negative psychological problems, let the students master the correct action guide, and get positive psychological persuasion and guidance.

NCO cadets are more susceptible to psychological pitfalls under greater pressure due to strict management and a focus on academics and training. Some cadets can generally answer questions positively, but when it comes to exams, they show timidity and self-doubt. “Jensen effect” is the term used to describe the phenomenon of athletes who perform well at informal competitions but fail at formal competitions due to poor emotional resilience, a psychological state that lacks self-identity. Some NCO cadets have aversions or indifference to learning due to negative psychology. They are inattentive to classes, indifferent to their study, and unconcerned about performance. As a result, their studies are greatly affected and they will even face a blank future.

The instructor should pay close attention to the ideological situation and acceptance of NCOs in the teaching process, appropriately select and change the teaching strategy for specific situations, and not engage in one-liners in the classroom. Understanding certain psychological knowledge is good for the control of the classroom atmosphere and is good for capturing the interest of the students, pulling their attention, and guiding their thinking orientation. In the learning process, the rational use of psychological skills, active psychological intervention, and guidance, as well as the correct response to negative psychological problems, including reversing negative emotional reactions, reducing fear among cadets, and helping them out of confusion. NCO cadets must grasp

the correct guide when faced with difficulties. Not only are these cadets able to resolve the current psychological confusion immediately, but they are also able to build a tough character and a positive mentality, which is conducive to overcoming difficult challenges so that they feel accomplished and can advance their training.

“University is an important development stage of life, judging from the external environment, college students need face greater changes in the living environment and the increasing studies and life pressure; judging from the personal development, college students also need to build self-identity, and maintain the balance between maintaining personality and meeting social expectations” [4], the mental endurance and response in the face of pressure should be coordinated with the growth and development of college students, so that personal psychology and abilities can be fully developed, this is also a kind of ability that students in military schools urgently need to master in a typical military education environment.

The philosophy of dialectical materialism has the assertion that matter determines consciousness, and consciousness reacts to matter. Psychology corresponds to consciousness and behavior corresponds to matter. On the one hand, it means that there are deficiencies in past behaviors that lead to negative psychology; on the other hand, negative psychology will affect the next behavior, and if we can improve negative psychology and promote psychological health, it will motivate the next behavior to the right track. To impair the impacts of negative psychology on NCO cadets’ learning lives, we should seek accompanying and both educational concepts and models, and break through the shackles of long-held educational traditions.

4 Curriculum Ideology and Politics is Both a Reference and an Idea

General Secretary Xi Jinping stressed that “we should adhere to the unity of explicit education and implicit education, tap the ideological and political education resources contained in other curricula and teaching methods, and realize the all-round education of the whole staff” [5]. Explicit education refers to positive education based on inculcation, while implicit education is mainly indirect education based on infiltration. Curriculum ideology and politics should not only focus on explicit direct theoretical indoctrination, but also focus on silent cultural inculcation, cultivate implicit military values and professionalism, and improve the overall quality of trainees.

The implicit education of curriculum ideology and politics covers a wide range, which can be the performance of faculty members’ words and deeds, the implicit educational content of a professional classroom, and the cultural atmosphere of living drill class environment. Rather than implanting the content of professional knowledge into the content of curriculum ideology, it is important to combine the learning of professional knowledge with this course to discover the content of implicit education. In the infiltration of teaching cases, practical work, and teacher performance, trainees can perceive the truth in concrete cases and develop the core values of the military in the demonstration of instructor behavior.

Curriculum ideology and politics, as an educational integration approach with outstanding results at present, offer hope for educational reform. It has enhanced the variety of educational forms, accelerated educational upgrading, and become a model for integrating quality education with knowledge education. Curriculum ideology and politics

are also highlighted in this paper. Integrating psychological education (implicit education) into classroom learning (explicit education) is conducive to mobilizing students' interest in learning while maintaining their psychological well-being.

5 Build a Two-Way Mutually Reinforcing Education Integration Model

With the continuous development of the concept and mode of non-commissioned officer education, the enhancement of its effect has become a subject of great concern in recent years. Some areas such as psychological quality education, political theory education, and professional knowledge education do not yield satisfactory results when addressed one by one; on the contrary, when quality education is combined with knowledge education, the teaching effect will be significantly enhanced. However, it is a challenging subject in terms of its development difficulty. It requires a redesign of teaching concepts, links, cycles, etc., as well as the tireless efforts of a wide range of teaching staff. This exploratory process is long and places new demands on the training objectives and processes of the trainees.

Reform of educational integration is also a key aspect of curriculum development, which requires consideration of educational integration and design in terms of teaching materials, faculty, classroom instruction, etc. Rather than focusing on psychological education, this exploration represents a conceptual renewal of the integration of quality education and knowledge education.

Educators need to examine and analyze the quality education embedded in each course, highlighting quality objectives and content in modules such as course objectives and teaching content, fully reflecting the nurturing function of each course, and promoting a three-dimensional unity of teaching knowledge, skills, processes, and methods, as well as emotional attitudes and values.

The quality education channel is no longer implemented in stages but relies on classroom instruction as the main channel, implicitly, a two-way mutual promotion system. Practical forms of teaching such as problem inquiry, thematic seminars, case analysis, and situational experiences are employed to enhance the attractiveness of classroom teaching and develop educational functions. To explore the depth and breadth of education, we explore the use of new teaching methods such as split classrooms, rain classrooms, flipped classrooms, and enriching teaching cases in different teaching contexts. Quality education functions are evaluated through the assessment of courses, the selection of quality lessons, and teaching competitions. Curriculum and teaching objectives determine the main points and priorities of integrated teaching, which should be reflected in classroom instruction so that both teaching and educating can be accomplished. Research should be promoted in depth during teaching trials and mapping to effectively promote the implementation of integrated education. Several military colleges and universities have developed special research institutions to address the practical challenges associated with integrated education reform, established integrated education research projects, and provided special financial assistance to support these initiatives. Most faculty members were guided to develop reference methods for teaching reform and strengthen their understanding of integrated education as a component of their research.

6 Conclusion

Military school education is an important stage in the comprehensive quality construction of NCO trainees. Under the premise of adapting to the environment of military education institutions and troops, the comprehensive quality of non-commissioned officers is particularly important, not only concerning the improvement of personal ability but even having an immeasurable impact on the future combat ability of troops. In the teaching process, efforts to promote the research and practice of integrated education are conducive to further unification of the purpose of quality education and knowledge education, and will also promote the overall development of non-commissioned officers' talents.

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