



Research on the Curriculum Reform of Military Academy Management Based on the Analysis of Survey Data

Boyu Feng¹, Zhihao Zhang^{2*}, Nan Zhang³, Lei Zhang⁴

¹Equipment Management and UAV Engineering College, Airforce Engineering University, 1st East Changle Road, Xian, China.

²Air Traffic Control and Navigation College, Airforce Engineering University, 1st East Changle Road, Xian, China

³Equipment Management and UAV Engineering College, Airforce Engineering University, 1st East Changle Road, Xian, China.

⁴Equipment Management and UAV Engineering College, Airforce Engineering University, 1st East Changle Road, Xian, China

2690217726@qq.com, 408691252@qq.com

52415200@qq.com, jxz180926@163.com

Abstract:

Based on the data analysis of the questionnaire, this paper finds the main problems of management teaching in military academy. We established Kano model to design the questionnaire, and analyzed the questionnaire results. The study found that there are some main problems in teaching, such as the lack of teaching pertinence, the lack of teaching depth, the lack of rich classroom organization forms, and the insignificant role of ideological education. We differentiate learners at different levels and integrate resources by using internal and external integration, command and technology integration and military civilian integration modes. Furthermore, this paper adopts the classroom innovation means of "interactive participation, game fun, immersion experience and curriculum ideology and politics", and puts forward the teaching mode of "two stages", "three aspects integration" and "four methods". The above methods can effectively improve the teaching effect of management course.

Keywords: Data Analysis, Military Academy, Management, Curriculum Reform, Kano Model

1 INTRODUCTION

Military management is the overall and basic work of national defense and military construction, and is the multiplier of combat effectiveness. The accelerated evolution of war forms and the transformation of combat effectiveness generation mode further require new military talents to improve their management capabilities facing the battlefield, the army and the future. As a basic theoretical course for multi-disciplinary students, how to meet the requirements of different categories and different professional students for management theoretical knowledge, ability and literacy in the first post, is a problem that needs to be further explored and solved in the curriculum teaching mode reform [3].

2 THE MAIN PROBLEMS IN THE TEACHING OF MANAGEMENT IN MILITARY ACADEMIES

Modern war is a complex system confrontation based on new information technology such as "intelligent classroom, large capacity classroom, cloud classroom and mobile classroom". The war is based on data, assisted by intelligent decision-making, and the basic form is the interconnection and interoperability of the kill chain. The military construction mode and combat effectiveness generation mode are facing disruptive changes [6]. As the main position of new military personnel training, military colleges and universities, and management as a multi-disciplinary basic course, its important position and role are self-evident, and it is widely opened as a basic course of many specialties. We use Kano model to establish a satisfaction questionnaire and analyze the questionnaire

data. According to the survey results, the main problems that need to be solved are summed up from the analysis of teaching objects, the arrangement of teaching contents, the organization of classroom teaching, and the ideological and political construction of courses [8].

2.1 Lack of Teaching Pertinence

Most of the professional military academy undergraduate students are junior command and

management officers after graduation. Their management level and ability directly affect the ability of military grassroots units to carry out combat tasks and their personal development. At present, the current teaching mode can't fully adapt to the teaching objects of different disciplines and different types of students, which affects the promotion of the course on the generation of combat effectiveness to a certain extent.

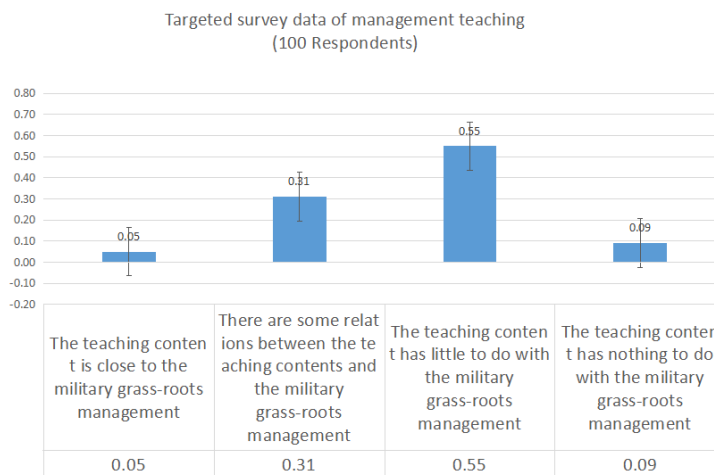


Figure 1: Targeted survey data of management teaching.

2.2 Insufficient Teaching Depth

Most of the professional military academy undergraduate students are junior command and management officers after graduation. Their management level and ability directly affect the ability of

military grassroots units to carry out combat tasks and their personal development. At present, the current teaching mode can't fully adapt to the teaching objects of different disciplines and different types of students, which affects the promotion of the course on the generation of combat effectiveness to a certain extent.

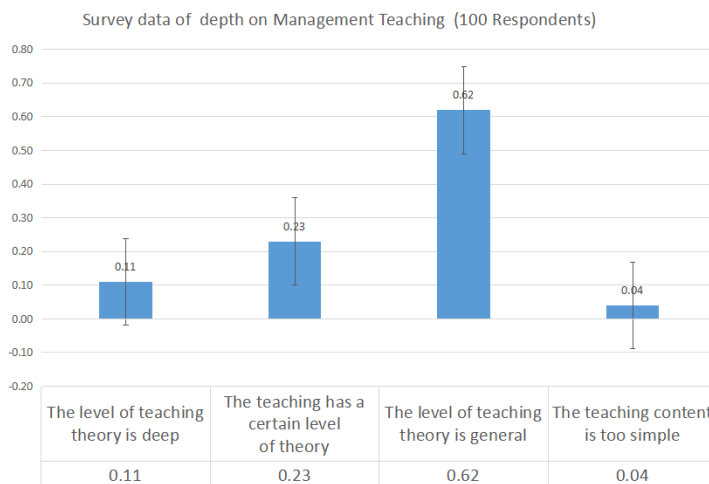


Figure 2: Survey data of depth on Management Teaching.

2.3 Low Student Participation

Management has the attribute of "unity of science and art" and "unity of theory and practice". It requires fully mobilizing the enthusiasm of teaching objects to participate in order to achieve better results. But

restricted by the classroom paradigm, the innovation of classroom organization form is not bold and the effect is not obvious. The teaching concept of "student centered" needs to be further implemented. Students are still passive recipients of knowledge most of the time and participate in the classroom to a high degree. It is difficult

to fit the characteristics of personalized, multi-dimensional and popular spiritual needs of military cadets after 00. After a questionnaire survey of 68 students in 2 teaching classes of the Air Force

Engineering University, it was found that the participation and satisfaction of students in the classroom of management were unsatisfactory.

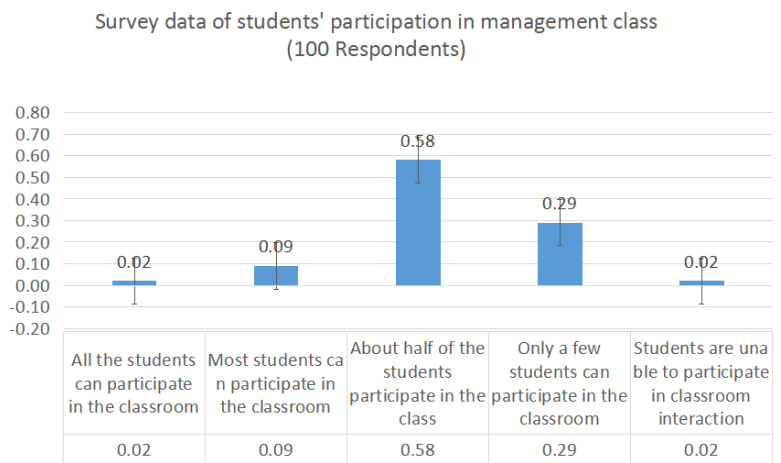


Figure 3: Survey data of students' participation in management class.

2.4 Low Student Participation

Management is more inclined to humanities than science and engineering courses. It is an important position to promote the fighting spirit and spread positive energy. But at present, the main teaching content is the knowledge theory under the western scientific

management system, and the modern management thought of our country contains the profound management connotation and the content of scientific management thinking is not explained thoroughly [7]. Combined with the grassroots management cases of the army, the effect of strengthening the dedication of students, cultivating the fighting spirit and inspiring the enthusiasm of the post should be further enhanced.

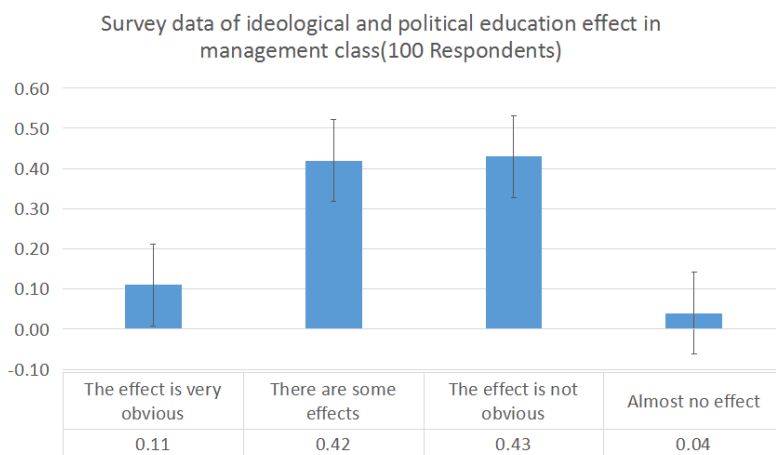


Figure 4: Survey data of ideological and political education effect in management class.

3 CONCEPTION OF THE REFORM IN TEACHING MODE OF MANAGEMENT COURSE IN MILITARY ACADEMY

In response to the above problems, the teaching team proposed the following ideas of teaching mode reform based on the teaching practice of management in recent years

3.1 Highlight Ideological and Political Guidance and Expand the Knowledge Base

The first thing is to increase the proportion of the content of the development history of management thoughts.

The "history of management thought" is the opening content of the course management, which is of great significance to help students build management thinking. Through this part of reinforcement learning, we can

systematically grasp the past, present and future of management, better understand the problems and tasks faced by contemporary management, and lay a theoretical foundation for future learning and practice. During the teaching process, the content of Chinese management thought and military management thought was added on the basis of Western management thought, from which the characteristic ideological and political growth points of military academies were explored, and the ideological and political main position role of management course was given full play.

The second is to focus on management functions and skills.

Management function is the core content of management. The traditional management functions represented by planning, organization, leadership, coordination and control and the modern management functions represented by innovation jointly support the teaching focus of the military academy management course. Always focus on this key point to carry out teaching and pay attention to the transformation of various functions from knowledge to skills. Students simply memorize concepts and learning cases can't fully improve their management ability. Teachers are required to integrate into the classroom practice in teaching, and experience the real management activities through simulated grassroots meetings, simulated human resources department talent selection and other activities.

The third one is to introduce the advanced management theory involved in the master's and doctoral management courses into the undergraduate classroom.

The teaching organization of management courses should give full play to its advantages of multiple levels and complete levels. At present, most management majors in military academies offer courses such as management and leadership art to lay a solid foundation for junior commanders and technical officers; In the postgraduate stage, courses such as modern management, equipment management and procurement management were set up to deepen professional cognition; In the doctoral stage, "management theory frontier" was opened to expand research ideas. The teaching team has undertaken mathematics of management courses from undergraduate to master and doctor, with a complete knowledge system, deep theoretical level and rich experience. The advanced theories and the latest research results of modern management and management theory frontier can be introduced into the undergraduate level teaching, and the high-dimensional perspective can be used to lead the undergraduate students to improve their thinking level and expand the cognitive vision under the management perspective.

3.2 Focus on Method Innovation and Ability Training

The first is to divide task groups, prevent "silent classroom" and create "active classroom" [5]. The whole staff is incorporated into the "task group", and the management issues are handed over to the "task group" to issue group cooperation topics before class. Effective communication and mutual learning are encouraged in class. The second is to integrate various teaching forms. Through the students' personal ability exhibition, management creative sharing, debate, leaderless group discussion, management masters and other teaching methods to increase the interest of the classroom. The third is to reform the assessment method, focusing on ability assessment and process assessment. The learning effect was assessed by taking micro videos, writing research reports, and organizing class debates. The practical performance was multiplied by the corresponding weight and included in the total score, so as to fully mobilize the enthusiasm of students.

3.3 Benchmarking Army Posts and Strengthening Quality Improvement

First, the teaching team's going to the army for research has become an important channel to solve the problem of generating combat effectiveness of management. Through a variety of opportunities such as scientific research projects and providing consulting services to the army, contact with the grassroots leaders of the army, understand the problems of army management, bring such problems into the classroom, situate the management problems, and improve the pertinence of teaching key and difficult points and the practicability of grassroots management. Two is to track the graduates and understand the matching situation of the first job demand and the actual management ability. Timely understand the evaluation of the army of our college graduates on their first post, reflect on the problems in teaching management and talent training process, improve the talent training program, update the teaching content, adjust the teaching method, and focus on the ability and quality requirements of students qualified for the first post.

4 THE PRACTICAL PATH OF THE REFORM IN MANAGEMENT TEACHING MODE IN MILITARY COLLEGES AND UNIVERSITIES

In view of the problem, based on the concept, the teaching mode reform path of "two stages", "three aspects of integration" and "four methods" is proposed: on the teaching object, the primary learners (young college entrance examination students) and the middle level learners (Army soldiers students) are divided into two stages of object levels; In terms of resource

integration, three aspects of integration construction were formed: internal and external integration (internal and external), technical integration (command literacy + technical ability), and military and civil integration (military management practice + enterprise management experience); In terms of method innovation, four methods of classroom innovation, namely, "interactive participation, interesting game, immersion experience and ideological and Political Curriculum", were reasonably selected.

4.1 Distinguish the Objects of "Two Stages" and Establish the Student Center in Detail

In the traditional analysis of teaching objects, most teachers generally define military college entrance examination students as "good learning foundation", "active thinking" and "good innovation literacy"; However, the arbitrary judgment of soldiers' examination students is that "the foundation of cultural courses is poor" and "the theoretical understanding ability is insufficient". Such object analysis seems to reflect the situation of some students, but in fact, it lacks practical reference because it does not bring the specific characteristics of the course into the analysis.

Based on the careful analysis of the ability and quality required by management and the characteristics of students, the existing undergraduate students of engineering and technology in the general school can be divided into two object levels: the primary learners (young college entrance examination students) and the middle level learners (Army soldiers students). Because young college entrance examination students have not been exposed to the practice of military management, they are relatively unfamiliar with the management function, the relationship between the manager and the managed, and belong to the primary learners of management. And the military students have at least 2 years of military work experience, experienced the grassroots management environment of the army, and are familiar with the management methods. Even many army students served as the backbone of the monitor and vice monitor, and participated in management practice; Or served as a clerk, correspondent, civil servant, long-term around the head of the army, familiar with the basic management methods and management mode. Therefore, it is defined as an intermediate learner with a certain management practice basis. The above classification is more practical and practical.

4.2 Deepen the "Three Aspects of Integration" Mode, and Integrate Multi-dimensional Resources Widely

The teaching content of management covers a wide range, involving complex principles and rich cases. But in the existing management case database, there are very

few, which leads to the failure of practical teaching and case teaching to achieve the expected effect [1].

One is "internal and external integration.". Make full use of the resources of resident colleges and universities, invite famous school management teachers to the school to exchange, and spread the latest cutting-edge theory. The political teachers, excellent grassroots management cadres and excellent staff members of the school are invited to serve as extracurricular counselors to teach the most convenient and practical management skills. Two is "technology integration". Aiming at the requirements of Junior Command and management officers at the grassroots level, the comprehensive training of command literacy and management ability of students, forming the construction mode of "command and technology integration". Adhering to the OBE concept, the first post requirements of students are always taken as the teaching goal, the grassroots management ability of students is cultivated in practice, and the command literacy of students is optimized in the principle application [2]. Three is "the integration of the army and the people.". The local excellent management theory and army management practice cases, the school management practice model, and the management stories around the students are deeply integrated. In teaching, it is necessary to deeply combine local management experience and army grassroots management practice, and explain the principle in two dimensions to help students learn and understand.

4.3 Innovate the Means of "Four Methods", and Deeply Activate the Classroom Effect

As for the selection of teaching methods and means, it is necessary to innovate forms and enrich content as much as possible within the scope of complying with discipline rules, and follow the four method standards of "interactive participation, interesting game, immersion experience and ideological and Political Curriculum" to carry out classroom organization. Give full play to the advantages of the wide range of management course theory and rich practical activities, integrate the role play, wargame deduction, immersion teaching and experiential teaching that students love into the classroom, and rely on the online teaching experience during the epidemic, connect enterprise executives and military grassroots management personnel in the class, so that the teaching method is alive, students' thinking is moving Classroom participation ignited to improve the learning effect [4].

5 CONCLUSIONS

By studying the questionnaire analysis based on Kano model, we found and summarized the main problems existing in the current management teaching. On this basis, this paper constructs the curriculum reform ideas for the existing problems. Finally, we put forward the

reform methods according to the problems and ideas. The above research has put forward reasonable methods for accelerating the progress of military academy management curriculum reform and improving the effect of curriculum reform, which will be used as a theoretical guide in the curriculum reform.

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