



The Design of Discussing Theme and Content of the Martial Theoretic Course in Colleges and Universities

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Abstract. Martial theoretic course has an important position in the education of colleges and universities. However, the teaching practice in recent years has exposed the lack of modern quality, practicality, and cutting-edge characteristics. In view of these problems, the paper proposes ideas and methods for solving the above problems by an example of chapter on "Martial Thought", which is core content of martial theoretic course. The students' learning methods were analyzed, the classroom discussion plan including theme, time, division of labor and evaluation was designed, and the war history and examples of the three discussion themes were given. Teaching practice has indicated that this method is practical and effective, and can guide students to actively participate in classroom teaching activities, so as to achieve teaching goals faster.

Keywords: martial theoretic course, teaching, discussion, martial thought

1 Introduction

In January 2019, the Ministry of Education and the National Defense Mobilization Department of the Central Military Commission jointly issued the newly revised "Syllabus for Martial Courses in Ordinary Colleges and Universities". The new syllabus emphasized that "martial courses are compulsory courses for students in ordinary colleges and universities", stipulated that "martial courses are included in the personnel training system of ordinary colleges and universities, included in the colleges and universities talent training program and teaching plan. The credit system is implemented, and the results of course assessment are recorded in the enrollment file", and made it clear that "martial courses are included in the national education supervision system, and the construction of martial courses is regularly organized and supervised" [1]. The new syllabus has guided the teaching of martial theoretic course in ordinary colleges and universities, and since then, all colleges and universities have treated martial theoretic course as a public basic compulsory course and brought them in the talent cultivation program.

Martial theoretic course is not only national defense education courses, but also ideological and moral course, which has played an irreplaceable role in promoting the ideological and political education of contemporary college students. However, in the process of curriculum teaching, many problems have been exposed [2], [3]: students'

ideological position is not high, and there is a one-sided understanding of the curriculum; the curriculum design is not scientific, and the organizational form is not rigorous; teaching methods are lagging behind and difficult to meet the needs of students; Etc. Among them, the lack of modern quality, practicality, and cutting-edge characteristics in teaching design is particularly prominent, which directly affects the teaching quality of martial theoretic course. These issues have also attracted many attention. For example, some scholars believe [4]: In the classroom, teachers should give prominence to political education, military history and examples, application of what they have learned, and flexibility in their methods, in order to do a good job in teaching martial theoretic course. Some others think as [5]: To build a scientific curriculum system and expand the coverage of course content; and to strengthen the optimization of teaching methods and means of military courses.

Taking "Martial Thought", which is one of the core chapters of the martial theoretic course, as an example, this paper believes that designing the discussing theme and content is the key to solving the above problems, and for this reason, the theme and content of the discussion should be carefully designed in the three knowledge points of "The Art of War", "foreign martial thought" and "Mao Zedong Martial Thought", and guide students to actively participate in the discussion, so as to greatly improve their learning quality and interest.

2 The Main Content of Martial Theoretic Course

The teaching objectives of the martial theoretic course are to require students to master basic martial theoretic and knowledge, enhance the concept of national defense and the sense of national defense security, strengthen the concept of patriotism, and improve military quality. The main contents generally include China's national defense construction, martial thought, China's national security, military high-tech, and high-tech wars. Compared with other chapters, chapter on "Martial Thought" focuses on introducing a rational understanding of the basic issues of war, the army, and national defense, and emphasizes the summarization and theoretical summarization of human military practice. Its constituent elements usually include the concept of war, the methodology of war, the guiding ideology and principles of combat, and the guiding ideology of national defense construction. "Art of War" by Sun Tzu, foreign martial thought", and "Mao Zedong Martial Thought" are the three main knowledge points of chapter on "Martial Thought", the contents of which are as follows:

(1) "Art of War" by Sun Tzu. The development background, historical status and main content of "Art of War" are taught. The main contents of the "Art of War" include: view of war such as "Being Serious, Being Cautious and Being Prepared", The war-winning mechanism headed by "The Moral Law", the method of understanding war by "Know the Enemy and Know Yourself", the strategic thinking of winning with strategy as the core, the guiding ideology and principle of operations with "the clever combatant imposes his will on the enemy, but does not allow the enemy's will to be imposed on him", and the thinking of governing the army with "emphasize both literature and military affairs" and so on.

(2) Foreign martial thought. German military theorist Clausewitz and his book "On War" are mainly taught, which includes the development background, historical status and main content of the "On War". The main contents are as follows: nature of war, theory of war, strategy, combat, army, defense, attack and war planning, and so on.

(3) Mao Zedong Martial Thought. The concept, development background, historical status, and main contents of Mao Zedong Martial Thought are taught. The main contents of the "Mao Zedong Martial Thought" include: the concept and methodology of war, the thought of the people's army, the thought of people's war, the strategy and tactics of people's war, the thought of national defense construction, and so on.

3 Students' Learning Methods

(1) Do a good job in combining theory and practice. Martial theoretic is a highly theoretical subject, and its fundamental role is to enhance students' thinking level, improve their thinking ability, and enable them to examine new situations and new problems in national defense and army building from the height of ideology or theory. Therefore, in the process of discussion, we must pay attention to the combination of theory and practice, and examine the development of martial theoretic from practice or military practice in a specific period.

(2) Do a good job of connecting the course in class and after class. After all, students' classroom discussion time is limited, which requires students to make full use of college library materials, online courses and other learning resources in addition to making good use of classroom time, make full use of after class time, extensively consult, collect, and organize materials, strengthen independent learning and discussing with other students, consult teachers on difficult problems in a timely manner, and improve the efficiency and learning effect of classroom discussions.

(3) Summarize the learning results in a timely manner. After each special discussion, students should review the discussion in a timely manner, including whether the basic content is understood, whether the latest knowledge are mastered, how the relevant requirements are implemented, etc. especially some valuable questions and answers raised by other students, and strive to leave no any question, no vague ideas and wrong ideas, and transform knowledge into improving thinking ability.

4 Teacher's Discussion Plan

The goal of designing discussion plan is to give full play to the main role of students, let them speak freely, be bold and innovative. The teacher is responsible for guiding and commenting. The implementation method should be concise, convenient, easy to operate, and measurable.

(1) Theme. "Art of War", "foreign martial thought", and "Mao Zedong Martial Thought" are treat as the core essence of chapter on "Martial Thought", which are analyzed with ancient and modern Chinese and foreign battle examples.

(2) Time. According to the situation, the students of each class are divided into 4 groups on average, and each group reports for about 10 minutes, answering questions

and discussing for about 10 minutes. The teacher's comments are summarized for about 10 minutes. The content of each report generally includes the background, time, place, major character, main process, results and impact of the incident, as well as the martial thought embodied in the incident.

(3) Assignment. Each group consists of 7 students to complete following tasks: 1 student is responsible for making one PPT file and reporting, and other 6 student are responsible for answering questions from other groups; In addition, each group is assigned 2 students to ask questions, who are responsible for asking 1 question, and scoring the above group. It should be noted that, for different theme, each group should assign students to participate in turn, and the specific assignment shall be determined by each group itself.

(4) Evaluation. The evaluation rules for reporters are based on the level of PPT file and personal reporting statements. The evaluation rules for respondents are based on the correctness, promptness, orderliness and innovation of answering questions. In principle, the reporter has the maximum workload, he (she) should be taken into account when evaluation. Each student's score is determined by the scores of the other three questioner, and the final average score is taken as the score of the classroom discussion, and the total scores of each discussion is 10 after standardization. The total score of the three times discussion is 30 points, which is used as the formative assessment score of this course.

5 Design of Discussing Content

The idea for designing the content of the chapter on "Martial Thought" is to analyze the theme of "Art of War," "foreign martial thought," and "Mao Zedong Martial Thought" while combining with ancient and modern Chinese and foreign battle examples.

(1) Discussion on the theme of "Art of War". The discussion is focused on the view of war such as "Being Serious, Being Cautious and Being Prepared", the war-winning mechanism headed by "The Moral Law", the method of understanding war by "Know the Enemy and Know Yourself", which are the three main viewpoints of "Art of War" by Sun Tzu. In the actual teaching, we recommend the following classic battle examples to the students, and suggest that they try to analyze them as much as possible: the Battle of Hongshui in 638 BC, the Battle of Chengpu in 632 BC, the Battle of Xiao in 627 BC, the Battle of Baiju in 506 BC, the Battle of Guiling in 354 BC, the Battle of Maling in 341 BC, the Battle of Julu in 208 BC, the Battle of Yiling in 221, and the Battle of Yubi in 542.

(2) Discussion on the theme of "foreign martial thought". The main viewpoints of the "On War" were discussed around such subjects as "war is a strange trinity composed of violence, probability, and subordination as a political instrument", "defense should not be a simple barricade, but should have an offensive and a counteroffensive", "to concentrate forces, make a quick decision, and destroy the enemy's army", "war is full of friction", and "spiritual factors are the most important issues in war". We recommend the following classic examples to students: the Battle of French expedition to Russia in 1812, the Battle of Waterloo in 1815, the Russo-Japanese War in 1904, the

First World War in 1914, the Soviet-Russian Civil War in 1917, and the Second World War in 1939.

(3) Discussion on the theme of "Mao Zedong Martial Thought". The main viewpoints of Mao Zedong Martial Thought were discussed around such subjects as "overview of Mao Zedong's Martial Thought", "war outlook and methodology", "people's army thought", "people's war thought", "people's war strategy and tactics thought", and "national defense construction thought". We recommend the following classic battle examples to students: the Autumn Harvest Uprising in 1927, the Nanchang Uprising in 1927, the crossing Chishui river four times in 1935, the victory at Pingxingguan in 1937, the Battle of Shangdang in 1945, the Battle of Menglianggu in 1947, the Three Major Battles in 1948, the Han River Blockade Battle in 1951, and the Counterattack in Self-Defense on China-India Border in 1962.

According to the on-site classroom teaching effect, teachers and students gained a lot in these three discussions. Firstly, the students are generally very motivated, invest a lot of energy to prepare the discussing materials, and their some viewpoints are very excellent; Secondly, many of the questions asked by students are more profound or sharp, often beyond the scope of the reporter's knowledge; Thirdly, the teacher collects a great deal of materials on how the students thought about martial thought.

6 Conclusions

Martial theoretic course is of great significance to the cultivation of military quality and the study of martial basic knowledge of the new generation of college students, and play an irreplaceable role in the higher education curriculum system. Over the past few years, the teaching and implementation of the course has not only achieved good results, but also exposed some problems. In view of the chapter on "Martial Thought" of the course, this paper designs the discussion plan and implementation method of the three core contents of "Art of War", "foreign martial thought" and "Mao Zedong Martial Thought", which have been proved to be very effective and have good promotion and application value. For other parts of martial theoretic course, we should give full consideration to the actual situation of college students in the new era, do a good job of analyzing the learning situation, conscientiously improve the teaching design, and guide students to actively participate. The author believes that through unremitting efforts, we will certainly be able to build the martial theoretic course into a high-quality course that students like to hear.

7 References

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