



Research on the Cultivation of Specialized Organizational and Training Ability for Equipment Application Based on Job Skill Requirements

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Abstract. By deeply understanding the training situation at the grassroots level and focusing on analyzing the specialized organizational and training abilities related to equipment application, this study aims to develop the training objectives, ability model, training system, and teaching methods for specialized organizational and training ability in equipment application for in-school students. This will promote the improvement of the quality of talent training in colleges and universities, enable students to better adapt to the organizational and training ability requirements of their future positions, and help solve the problem of job incompatibility for graduates in their future work.

Keywords: ability · training · profession · organizational and training skills · cultivation

1 Introduction

Students graduating from military academies are required to engage in training organization and implementation work at the grassroots level, and this ability is called organizational and training ability. The ability to engage in organization and implementation work related to equipment application is called the organizational and training ability of equipment application major training. Its level determines whether the unit can implement the superior regulations and requirements to a high standard and is directly related to the quality of grassroots professional training, which in turn affects the generation of core abilities at the grassroots level and is one of the key factors in generating core abilities at the grassroots level [1]. At present, students graduating from vocational colleges still face prominent problems in their ability to organize professional training groups and work at the grassroots level, which is not compatible with the professional training needs of their units. They are unable to organize professional training according to job requirements, and the quality of grassroots professional training is difficult to guarantee, thereby restricting the generation of core competencies at the grassroots level [2]. How to strengthen the equipment application and training abilities of vocational college graduates is an urgent issue for vocational colleges to implement the guidance of job ability needs, deepen teaching reform, and improve the quality of talent cultivation.

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By thoroughly understanding the actual situation of grassroots training it proposes suggestions and recommendations for further strengthening the cultivation of students' specialized organizational and training ability, which can promote the improvement of talent training quality in colleges and universities, enable students to better adapt to the job requirements in the future, and help solve the problem of "unsuitability for the job" after graduation [3].

2 Analysis from the Demand Side

Understanding the actual demand for professional organizational and training ability in future grassroots job positions and equipment application-related professional training is the premise and foundation for formulating related training objectives, ability models, and training systems. To this end, the author conducted research on some grassroots teams, mainly through discussions on the training situation of the teams and organized a questionnaire survey. Through statistical analysis of the collected questionnaires and summarizing the results, the actual situation of grassroots professional training on the organizational and training ability is reflected in the following aspects:

First of all, most of the respondents believed that in order to organize professional training effectively, they should first be familiar with all relevant regulatory documents, especially the guiding documents (selected by 80.8% of respondents) and normative documents (selected by 86.5% of respondents). Before organizing professional training within the unit, most people either systematically studied (selected by 53.8% of respondents) or studied piecemeal (selected by 25% of respondents) the corresponding normative documents. Therefore, it is clear that mastering training regulatory documents is a prerequisite and necessary condition for organizing professional training, and learning regulatory documents is essential in developing training capabilities.

Second, most of the respondents had organized training for their unit's specific professions, such as Profession One (50%), Profession Two (48%), and Profession Three (54%), but relatively few had organized training for all professions (15%). Furthermore, most people had participated in the development of different stages or periods of training plans, and only 13% had not participated in training plan development. Therefore, it is evident that developing professional training abilities requires repeated practice and experience accumulation, gradually improving training capabilities.

Third, each unit conducted various necessary preparations before professional training, including mobilization, ideological and political education, establishment of training organization, division of training groups, survey of sites, preparation of training equipment, conducting teaching method training, and compiling lesson plans, etc. These necessary preparations ensured the smooth implementation of professional training.

Fourth, a small percentage of respondents had provided theoretical lectures to trainees in various professions. 26% had given theoretical lectures on Profession Two, 21% on Profession One, 40% on Profession Three, while 40% had not given theoretical lectures on any profession. This indicates that learning the theory of each profession is a prerequisite and precursor to mastering the skills, and that the theoretical teaching abilities of each profession are an important component of the professional training abilities.

Fifth, according to the survey, professional training in each unit is usually organized by graduates (50%) and other personnel (73%). Graduates are the backbone of each unit's professional training, but compared to other personnel, they should play a more significant and active role.

Sixth, the vast majority of respondents believed that the main aspects of specialized organizational and training abilities are reflected in: flexible use of training methods (84.5%), careful planning of training plans (73.1%), meticulous preparation for training (78.8%), proper use of training support (75%), and in-depth understanding of training regulations (78.8%). Furthermore, most people believed that the specialized organizational and training abilities graduates should possess include: the use of training methods (75%), planning training plans (75%), preparation for training (75%), proper use of training support (75%), and understanding training regulations (75%).

Seventh, the methods used by the units to cultivate specialized organizational and training abilities of new graduates mainly include: studying regulatory documents, conducting unified theoretical lectures, professional training, guidance, assessment, and compiling training lesson plans.

Eighth, respondents' suggestions on how universities should strengthen the cultivation of professional training abilities of students include: strengthening theoretical learning, laying a solid foundation of professional skills, enhancing demonstration and explanatory abilities, strengthening problem-solving abilities, participating in practical training, strictly assessing training capabilities, and exploring different organizational and training modes.

3 Overall Goals for Organizational and Training Ability Development

Based on the analysis of future job requirements for students' specialized organizational and training abilities, overall goals for developing specialized organizational and training abilities of students have been formulated. These goals include: mastery of relevant training regulations and documents; ability to complete lesson plans with high quality; ability to adequately and reasonably prepare training sites, equipment and materials; possessing strong capabilities in issuing training instructions, providing demonstration, organizing implementation, conducting inspection and guidance, organizing assessments, and summarizing and evaluating training, in order to ensure good training quality, high efficiency, and safety without accidents [4, 5].

4 Organizational and Training Ability Model

Building on the overall goals for developing specialized organizational and training capabilities, the constitutive elements of professional organizational and training ability development objectives have been identified, and a professional training organizational and training ability model has been developed, incorporating 10 indicators for professional training organizational and training ability assessment.

The contents of each indicator are as follows:

Mastery of Regulations: understanding the various principles, regulations, requirements, and standards of relevant regulatory documents, familiarization with training course names, content, practice conditions, and achievement evaluation standards [6].

Lesson Plan Development: comprehensive and clear presentation of elements necessary for lesson plans, clearly reflecting the implementation plan and organizational procedures, and strong guidance.

Training Preparation: preparation of training site, equipment and materials before training, standardized and reasonable setup of training area, complete readiness of equipment and proper inspection of training equipment, and orderly placement of equipment.

Issuing Training Instructions: complete and sequentially correct delivery of training instructions, proficient in content and highlighting key points, strong and clear voice, proper posture, strong spiritual motivation, and strong influence.

Demonstrating Training: simultaneous demonstration and explanation, standard demonstration movements, concise and clear explanation, clear structure and hierarchy, strong and clear voice, and good image and temperament.

Organizing Implementation: strict organization of training, reasonable arrangement of content, following training instructions step by step, flexible and diverse training methods that emphasize interactive teaching, reasonable organization of activities at various training sites, rational control of training progress and rhythm, timely and reasonable handling of incidents, strict training requirements and good order, and ability to mobilize personnel’s initiative and creativity and increase training enthusiasm.

Inspection and Guidance: timely guidance for training, strong focus and effective results, identifying the causes of problems based on existing phenomena, and providing specific explanations of correct essentials and solutions, reflecting ideological and political education.

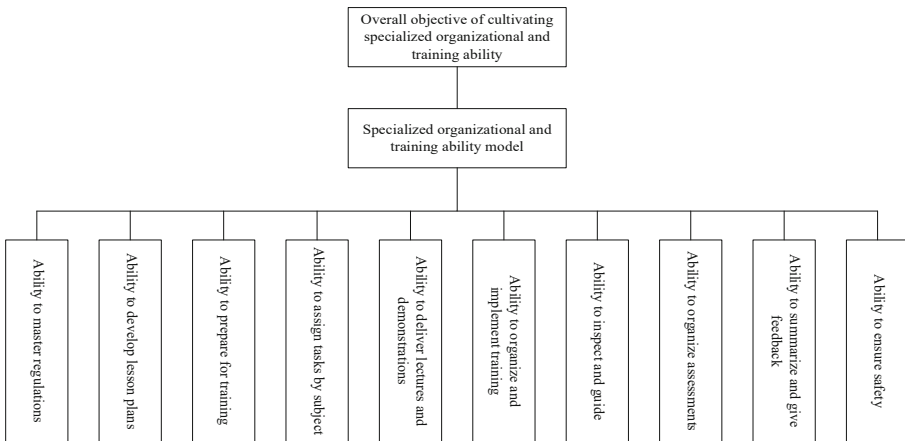


Fig. 1. The specialized organizational and training ability model

Organizing Assessments: rigorous and standardized organization of assessments, accurate evaluation of training performance.

Summarizing and Evaluating Training: targeted evaluation and analysis of training, clear and comprehensive summary of strengths, weaknesses, essentials, and points to note, combining training with ideological and political education, and strong focus on ideological and political education.

Ensuring Safety: familiarity with safety and accident prevention regulations, formulation of specific measures, and prevention of safety accidents during training. Figure 1 displays the indicator model.

5 Preliminary Concept for Cultivating Organizational and Training Ability

Based on the overall goals and index system for cultivating organizational and training ability, this article explores the cultivation path from the perspectives of training content, training mode, and guaranteeing conditions, forming a complete professional training system for cultivating the specialized organizational and training ability. The entire professional training system for students mainly includes four stages: theoretical learning stage, professional training course stage, training and assessment stage, and qualification certification stage, forming a relatively complete path for cultivating the specialized organizational and training ability (see Fig. 2).

5.1 Theoretical Learning Stage

This stage mainly involves studying regulatory documents related to training methods, which allows students to understand the principles, regulations, requirements, standards, etc. outlined in these documents. Students will become familiar with the names, content, exercise conditions, and performance evaluation standards of each course, and will be able to proficiently apply the relevant training regulations to organize professional training.

The primary forms of learning in this stage include assigning relevant online courses for students to study before class and organizing theoretical lectures on training regulations after students have passed self-tests for online course study. This will deepen students' understanding and awareness of how to use training regulations to conduct organizational and training activities. It should be noted that theoretical learning in various professional courses does not belong to this stage.

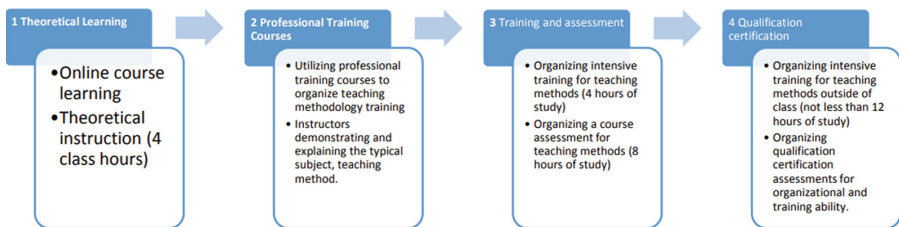


Fig. 2. Professional training system for cultivating organizational and training ability

5.2 Professional Training Course Stage

Given that the actual teaching hours for training on specialized organizational and training abilities are often limited, it is best to integrate the specialized organizational and training ability training into various professional courses, and to use specific development courses on specialized organizational and training abilities to reinforce training.

The main forms of learning can be as follows: for courses with multiple learning hours, the first teaching session involves teachers demonstrating and explaining the entire process of organizing representative course practices, while the second session is led by students. After that, students are grouped to practice how to organize training, with the goal of maximizing student participation in practical organizational and training exercises. In addition, students are responsible for preparing equipment, venues, etc. for course practices, while the instructor is responsible for guiding them [7].

5.3 Training and Assessment Stage

Based on the training of specialized organizational and training abilities, targeted strengthening training is organized to consolidate the training results of the previous stage. Then, the course assessment of training on professional organizational and training abilities is organized, with a certain number of in-class hours arranged for it.

The reinforcement training should adopt a full-element and full-process approach, with group and individual practice. The organization and implementation of the course assessment should be carried out in accordance with standard requirements and generally completed in class. The assessment can be conducted by group, with X people per group, and the teaching plan should be designed (for example, selecting one course from three courses). One person organizes the rest as trainees to participate in the training, and the assessment is carried out by group (the organizer can receive extra points). If the class hours are sufficient and conditions permit, the assessment can be conducted by rotating all members [8].

5.4 Qualification Certification Stage

In order to scientifically certify the level of a student's specialized organizational and training ability, qualification certification examination should be organized under the premise of conditions permitting. Before participating in the certification examination, the reinforcement training of teaching methods should be arranged outside the class. Then, the qualification certification examination is organized, and the level of the participant's organizational and training ability is determined based on the assessment conclusion. A qualification certificate is issued upon passing the certification examination.

6 Suggestions for Strengthening the Training of Professional Organizational and Training Ability

First, we should attach importance to top-level design. Improving students' organizational and training abilities should be given an important position in talent cultivation. Students' job demands after graduation should be accurately positioned, and scientific

organization and planning should be made to enable students to improve their organizational and training ability during their school years and adapt to future job requirements [9].

Second, we should attach importance to the cultivation of specialized organizational and training consciousness. In professional training and teaching, we should intentionally cultivate students' specialized organizational and training consciousness, integrate the cultivation of organizational and training ability throughout the learning of professional skills, and encourage students to actively participate in it from various aspects, such as making teaching plans, giving instructions and demonstrations, etc.

Third, we should strengthen theoretical learning. Training of organizational and training ability originates from professional training, and is higher than professional training. Strengthening theoretical learning and laying a solid foundation of professional skills is a prerequisite and foundation for students to carry out training of professional organizational and training abilities.

Fourth, we should increase practical training. Teachers should integrate the content of specialized organizational and training into courses in advance, so that the content of the entire organizational and training ability can be integrated into each stage, each link, and each course as much as possible. Students should be arranged to participate in more practical activities, so that they can cultivate their organizational and training abilities in practical activities [10].

Fifth, we should actively explore the mode and methods of organizational and training ability training. We should strengthen the research on the mode and methods of organizational and training ability training, adopt effective methods, and explore scientific methods that are suitable for the characteristics of this major. Without departing from the actual teaching situation or violating training regulations, we should fully tap the potential and use multiple measures to train students' organizational and training abilities.

7 Conclusions

Based on the analysis of the needs of grassroots job positions for the group training ability of vocational college graduates, the paper establishes the overall goal that students' group training ability should achieve. Based on the overall goal of group training ability cultivation, a professional training group training ability model is constructed, forming a professional group training ability indicator system that includes 10 indicators. According to the group training ability indicator system, explore the path of cultivating group training ability, forming a professional group training ability cultivation path that includes four stages: theoretical learning, professional training courses, training and assessment, and qualification certification. The research results provide reference for vocational colleges to improve students' professional training and group training abilities in equipment application, explore the path of group training ability cultivation, and have positive guiding significance for the generation of grassroots core abilities.

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