



# Reform of the Teaching Mode of Military Physical Education Courses under the Hierarchical Progressive Training Model

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**Abstract.** This research meticulously investigates the practical needs and implementation pathways for applying the Hierarchical Progressive Training Model in military physical education courses, aiming to elevate teaching quality and satisfy individualized and diversified teaching requirements. This paper discusses the practical needs for implementing the Hierarchical Progressive Training Model, including adaptation to societal development, enhancement of student capabilities, and optimization of the teaching process. The specific teaching pathways of implementing this model are explored, discussing the establishment of hierarchical teaching objectives, the construction of layered teaching content, the flexible application of teaching methods, timely curriculum updates, and comprehensive teaching evaluation. Through this study, a complete set of Hierarchical Progressive Training Models has been established, providing crucial theoretical and practical foundations for advancing the reform and optimization of military physical education courses. Future research will continue to refine and enhance this model, contributing more profoundly to the improvement of military physical education teaching quality and the realization of military training transformation and upgrading in the new era.

**Keywords:** Hierarchical Progressive Training Model, Military Physical Education, Teaching Reform, Teaching Quality(key words)

## 1 Introduction

Military physical education teaching, as an integral component of national military education, bears profound significance in enhancing national security and modernizing military construction. However, traditional military physical education teaching models, characterized by monotony in teaching methods, low efficiency, and lack of individualized training, no longer meet the requirements of contemporary military physical education teaching [1]. Consequently, researching new military physical education teaching models to enhance their specificity and effectiveness has become an urgent issue in the current field of military education.

Most reform research on military physical education teaching models concentrates on fine-tuning and optimizing traditional models, with in-depth exploration of new teaching models, especially the Hierarchical Progressive Training Model, being scarce [2]. Hence, this paper takes the Hierarchical Progressive Training Model as the entry point, aiming to analyze the application and effects of this model in military physical education teaching, offering new theoretical foundations and practical references for reforming military physical education teaching. This research clarifies the applicability of this model in military physical education teaching through theoretical study and practical exploration, seeking new paths and methods to enhance teaching efficiency and quality, thereby providing theoretical support for promoting the reform and development of military physical education teaching in our country and advancing our military's modern construction.

## **2 Practical Needs for Implementing the Hierarchical Progressive Training Model**

### **2.1 Layered Group Training as an Advanced Application of the Training Outline**

The advanced application of the training outline is one of the important needs for implementing the Hierarchical Progressive Training Model. Layered group training deepens, refines, and expands the content, conditions, and standards stipulated in the outline, conducting in-depth and extensive training for different training subjects. This model requires strengthened supervision in training content, group training methods, and assessment acceptance to overcome issues like unstandardized group training, lenient assessment, and unimplemented quality, ensuring training activities conform to outline requirements, thereby maximizing training benefits.

### **2.2 Layered Group Training as a Scientific Adjustment Means to Training Structure**

The layered group training model allows flexible grouping of personnel from various specialties and training levels to achieve maximum efficiency. Based on the quality of their own training topics completed, group training leaders can adjust the training progress and content at any time, optimizing the use of training time and deeply processing key and difficult topics, improving not only training efficiency but also providing powerful means to enhance training effects [3].

### **2.3 Layered Group Training as an Optimized Allocation Function for Training Resources**

Layered group training can achieve the optimized allocation of training resources, prevent resource wastage, and enhance resource utilization. In terms of training venues, training equipment, and group training forces and other training resources, the implementation of layered group training models can reasonably allocate and integrate resources to meet the challenges of multiple training subjects and a large number of personnel [4].

## **2.4 Layered Group Training as an Effective Pathway to Cultivate Outstanding Talents**

The layered group training model provides an effective platform for talent, allowing talents to be better utilized and their values fully manifested. Implementing layered group training can create conditions and build a stage for officers and soldiers, cultivating a certain number of exemplary talents [5].

# **3 Exploring the Pedagogical Pathways of Military Physical Education through Hierarchical, Progressive Training Models**

## **3.1 Ingenious Implementation of Teaching Models**

Choosing the appropriate teaching model is a pivotal phase in curricular reform. The layered, progressive training model, with its personalized and hierarchical features, introduces fresh perspectives and implementation pathways in military physical education. This model categorizes learners into different levels and stages, providing tailored teaching activities according to individual variances and learning capabilities. For military physical education, this model emphasizes the enhancement of physical skills, cultivation of tactical acumen, and spirit of team cooperation [6]. Consequently, this mode caters to diverse learning needs while making the teaching process more targeted and efficient.

In its execution, the establishment of the layered, progressive training model should consider the following aspects:

- **Level Determination**

Initially, instructors should conduct appropriate assessments to determine the learner's starting level, focusing on physical fitness, foundational knowledge, skill level, and learning inclination. Subsequently, level-specific educational activities are organized.

- **Progressive Advancement**

Instructors should closely monitor progress to adjust strategies promptly. Learners achieving preset goals advance to higher levels.

- **Individualized Guidance**

This model emphasizes tailored instruction based on individual needs, requiring instructors to develop personalized teaching plans and methodologies to enhance learning outcomes.

By adeptly configuring and applying this model, instructors can meet learning needs more precisely and elevate the effectiveness of military physical education. This also illuminates new directions and possibilities for reforms in military physical education instruction.

### 3.2 Clear Definition of Educational Objectives

Under the hierarchical, progressive training model, clear instructional objectives are crucial. For military physical education, these objectives should holistically enhance learners' physical and tactical prowess and teamwork, focusing on:

- Physical Skill Goals

As the cornerstone, different skill goals are set for different levels. Basic levels focus on mastering foundational skills, while advanced levels aim to elevate technical prowess and comprehend more sophisticated tactics.

- Tactical Quality Goals

Based on levels, objectives range from understanding basic to proficiently applying complex tactics, even including tactical innovation and leadership for higher levels [7].

- Team Cooperation Goals

Emphasizing teamwork, hierarchical goals are set, ranging from fundamental coordination to advanced strategic cooperation.

The objectives should be matched with learners' levels, abilities, and needs, featuring progressive, quantifiable, and evaluable characteristics to guide activities effectively and promote learning progress. Regular assessments should be conducted to adjust goals and strategies, ensuring relevance and efficacy.

### 3.3 Strategic Adjustment of Instructional Content

Strategically adjusting content is key to elevating instructional efficiency and quality in this model. Instructors should scientifically select and organize content according to learners' skills, knowledge, and needs, ensuring it aligns with instructional goals and environment and enhancing interest and engagement.

- Content Determination Based on Learner Levels

Basic levels should focus on foundational skills and basic military knowledge, whereas advanced levels delve into sophisticated technologies and tactics.

- Adjustment of Content Based on Learner Needs

Learner needs should guide content adjustments. For instance, if teamwork proves challenging, instructors should augment related content and practice; if a specific tactic garners interest, content about this tactic should be expanded.

- Timely Introduction of New Content

Maintaining stability, new content should be introduced according to progress and goal achievement, maintaining enthusiasm and broadening horizons.

Strategically adjusting content not only augments instructional personalization but also ensures orderliness and systematicity. Herein, instructors' flexibility and professional judgment are paramount to find the appropriate balance between catering to learner needs and maintaining instructional quality.

### 3.4 Adaptable Application of Teaching Methodologies

In military sports curriculum instruction, the choice and application of teaching methods directly influence the manifestation of instructional outcomes. Hence, the rational and adaptable employment of teaching methodologies is a crucial component in implementing a stratified, incremental training model.

- Stratified Teaching Approach

Under a tiered, progressive training model, instructors can categorize learners into varying learning strata based on their foundational knowledge and skill levels, subsequently applying corresponding teaching methods for each stratum. For instance, for learners at a foundational level, intuitive teaching methods such as demonstrative and video-based instruction can be utilized to aid in forming correct cognitions. For those at an advanced level, exploratory teaching methods can enhance analytical and problem-solving abilities through discussions and case studies.

- Incremental Teaching Approach

When imparting specific military skills, the stepwise teaching method is an effective pedagogical approach. Instructors can dissect a complex skill into simpler steps and instruct progressively, allowing learners to gradually grasp the entire skill while mastering each step.

- Interactive Teaching Approach

Military sports curriculum focuses not only on knowledge transmission but also on capability training. Interactive methodologies, like group discussions and role-play, can enhance participant engagement, reinforcing their teamwork and practical experience<sup>4</sup>.

- Feedback-oriented Teaching Approach

Timely and effective feedback is crucial for elevating instructional quality. Instructors can adopt various feedback mechanisms, including verbal, written, and individualized feedback, offering guidance and support based on learner's progress and issues.

Employing a diversified range of teaching methods can fulfill the learning needs of different levels of learners, enhance instructional effectiveness, and propel the in-depth reformation of military sports curriculum instruction. Instructors should flexibly choose and combine various teaching methods based on teaching objectives and the specific circumstances of the learners to realize instructional goals.

### 3.5 Timely Curriculum Updating

The structuring of instructional curricula is integral to teaching activities; its rationality and scientific nature directly influence instructional effects and the realization of teaching objectives. In implementing the stratified, incremental training model, updating teaching curricula should be considered crucially.

- Content Renewal

The content of the curriculum should evolve with time, adapting to societal development needs and learner demands. Instructors should integrate new theories, technol-

ogies, and equipment developments in the military field into the curriculum to maintain its cutting-edge and practical nature.

- **Structural Renewal**

While implementing a tiered, stepwise training model, the structural adjustment of the curriculum is also requisite. Different levels of courses—basic, intermediate, and advanced—can be established to meet diverse learning needs, and modular instructional units can allow learners to choose suitable content based on their pace and level.

- **Evaluation Renewal**

With changing instructional models, traditional evaluation methods might not fulfill new instructional demands. Instructors should implement diversified evaluation methods, such as performance assessment, capability evaluation, and process evaluation, to fully reflect learners' learning outcomes.

Updating instructional curricula is pivotal in implementing a tiered, incremental training model and is crucial for enhancing the instructional effect of military sports curriculum. Instructors should adapt and update instructional curricula flexibly, promoting the continuous improvement and optimization of instruction.

### **3.6 Comprehensive Assessment of Instructional Evaluation**

In the instructional path of military sports curriculum under the tiered, stepwise training model, instructional evaluation, an essential part of the instructional process, its rationality, fairness, and scientific nature directly relate to students' learning motivation, instructional outcome feedback, and the enhancement of instructional quality.

- **Establishment of Rational Evaluation Indicators**

Evaluation should adhere to principles of fairness, equality, and science, ensuring that all learners receive impartial evaluation under equal conditions. Indicators should be comprehensive, encompassing knowledge mastery, skill application, cognitive quality, and teamwork, reflecting learners' overall learning status and capability levels [8].

- **Adoption of Diversified Evaluation Methods**

Beyond traditional written and oral tests, methods like observation, experience, and practical operation should be integrated, given the characteristics of military sports curriculum. This, coupled with peer and self-assessment, forms an evaluation mechanism with multi-party feedback.

- **Introduction of Evaluation Result Feedback**

Evaluation results should transcend mere academic scores and be converted into instructional feedback, guiding instructional adjustment and learner's study. For learners of varied levels, instructors should offer personalized feedback and suggestions, guiding them to adjust learning strategies as per their circumstances.

- **Construction of a Dynamic Evaluation System**

Evaluation standards should be adjusted timely as the learning process progresses, maintaining consistency with instructional objectives, content, and methods. Addition-

ally, instructors should reflect upon and modify instructional behavior based on evaluation results to enhance instructional outcomes.

Conducting comprehensive assessment of instructional evaluation is both a key component in elevating instructional quality and an important means to drive the reform of military sports curriculum. Instructors should continually explore the organic integration of the tiered, stepwise training model with instructional evaluation, constructing a military sports curriculum instructional evaluation system that meets modern educational requirements.

## 4 Conclusion

This study meticulously explores the application of a stratified, incremental training model in military sports curriculum, a model capable of significantly enhancing instructional quality and meeting diverse instructional demands. This research establishes a stratified, incremental training model for military sports curriculum, emphasizing hierarchical objectives, scientific content, and methods, and holistic evaluation. These findings hold substantial value for advancing the reform of military sports curriculum. Future studies can further optimize and refine this model, contributing to the enduring improvement and development of military sports instruction.

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