



Thoughts and Research on the Blended Teaching Model in Military Academies under the Condition of Information Technology

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Abstract. Under the background of big data, information technology and teaching have achieved deep integration, and online and offline blended teaching model has effectively promoted the development of higher education. This article focuses on the development of blended education in military academies, analyzes the teaching characteristics of military academies and the advantages of blended teaching model, studies the gap between blended teaching model in military academies and local academies, and proposes several suggestions for developing blended teaching model in military academies.

Keywords: military academies; blended teaching model; tradition teaching; suggestions

1 Introduction

In the era of data sharing, cloud computing, virtual reality, and global data volume, the education technology has been profoundly changed, the teaching resources are co-constructed, the teaching model is integrated and innovative, and the combination of online and offline blended teaching model has become a new teaching model^[1]. The blended teaching model refers to combining traditional face-to-face learning advantages with the advantages of online learning in the teaching process, taking into account the autonomy of online learning and the guidance of offline learning, with students as the main body and teachers as the leader, in order to achieve the best teaching effect^[2]. The blended teaching model has been actively implemented in various aspects, such as family medicine^[3] and adult education^[4]. The "Opinions on Accelerating the Construction of High-level Undergraduate Education Comprehensive Improvement of Talent Training Capability" issued by the Ministry of Education in September 2018 clearly states that promoting the classroom teaching revolution, actively promoting blended teaching model, and building a teaching model of combining online and offline^[5].

The application of blended teaching model is generally optimistic in local universities. However, the development of blended teaching model in military academies is still

different from local colleges. Unlike local colleges and universities, military academies are new high-quality military talents with strong comprehensive capabilities and strong military quality. The education of military academies has both basic theoretical knowledge and secret equipment data and operation practice. This puts forward higher requirements for the combination of online and offline blended teaching model. Therefore, this article conducts analysis, exploration and research on the active development of military academies and universities.

2 Analysis of the characteristics of teaching objects of military academies

First of all, the teaching purpose of military academies education is to develop military science and serve the preparation for war. Therefore, military academies education must keep pace with the development of the troops and be committed to training and preparing for war, especially the equipment engineering majors in sergeant education, which are mainly aimed at the control, use, maintenance and support of troop equipment. At the same time, the teaching process runs through major training and exercise activities, so some teaching content involves confidentiality issues and is not allowed to be disseminated on the Internet. This puts strict requirements on the blended teaching model.

Secondly, military institutions implement military management, and the management model is "obey order, obey command". Students' mobile phones, personal computers, tablets and other electronic equipment are strictly managed. Limited, and students have long-term collective activities, they can learn less time to learn. The autonomy and enthusiasm of learning are worse than students from local colleges.

In the end, the college degree or students from grass -roots troops have poor cultural foundation, but they have a more comprehensive understanding of equipment. Therefore, the students are not interested in the learning of professional basic knowledge, and they are more interested in learning of equipment, and they cannot achieve the combination of theoretical principles with actual equipment. Essence Therefore, the education of military institutions must pay more attention to cultivating the practical ability of the theoretical application of students and the skills of hands -on operations through practice.

3 Analysis of the characteristics of traditional teaching and blended teaching model

3.1 Analysis of traditional teaching characteristics

Traditional classroom teaching is mainly the leaders of teachers, teach the theoretical knowledge of students, enhance the knowledge of students' knowledge, and excessively emphasize the teaching methods of "teaching", "listening" and "records". The classroom atmosphere is boring. Student's subjective initiative. At the same time, it is

difficult to take care of the differences in the students in the teaching process, and it is difficult to meet the needs of students' personalized learning. Therefore, traditional teaching gradually appears in shortcoming.

(1) Limited classroom hours.

The course hours are clearly defined by the teaching syllabus and talent development plan, which limits the duration of classroom teaching. This results in teachers being unable to deliver detailed and comprehensive knowledge in class and provide timely answers. Students also do not have enough classroom time to understand and digest the knowledge taught, and classroom teaching cannot achieve the expected results.

(2) Insufficient teaching resources.

Traditional teaching relies on existing textbook resources, and teachers use lesson plans as the only reference material in class. The teaching resources are single and outdated in content, ignoring the practicality and timeliness of knowledge. Students cannot integrate and expand knowledge from multiple disciplines and fields, which is not conducive to the cultivation of students' creativity.

(3) The teaching method is monotonous.

The traditional offline classroom teaching method generally adopts the infusion filling method, which can easily lead to passive and monotonous learning for students, and only transmit scattered and dogmatic knowledge to them^[6]. This to some extent inhibits students' initiative and enthusiasm for learning, making them lack creative spirit and ability, and difficult to adapt to the future information and rapidly changing battlefield.

(4) The assessment method is single.

Traditional teaching mainly assesses students' understanding and memory of knowledge through written forms, neglecting the growth and development of students' creativity, imagination, and teamwork abilities. This assessment method is difficult to evaluate the comprehensive ability of students, and there is relatively little evaluation of their innovative and critical thinking, which is not conducive to cultivating their ability to think independently and analyze problems.

3.2 Advantages of blended teaching model

The blended teaching model emphasizes the subject's position in the learning process, while giving full play to the leading role of instructors. Teachers provide rich online learning resources for students' online autonomous learning. Students learn independently according to their own situation, while offline teachers help students deeply understand and master knowledge through the design of classroom teaching activities, achieving the dual advantages of blended teaching model combining online and offline.

(1) Breakthrough school-time restrictions.

The blended teaching model can break through the limitations of teaching time and fully utilize the flexibility of time and space. Student learning is no longer limited to designated classroom time, and online learning and questioning can be conducted at any time. Teachers can provide timely online Q&A, effectively saving offline classroom learning time. At the same time, the learning space for students is no longer limited to classrooms and libraries, greatly reducing the coordination of learning venues and improving the effectiveness of student learning and teacher teaching.

(2) Rich teaching resources.

Firstly, blended learning mode can enrich students' learning resources and teachers' lesson preparation resources, allowing students to access a wider range of information and knowledge and meet their diverse learning needs. Secondly, online learning resources can be retained for a long time, making it easier for students to engage in timely practice and repetitive consolidation. Finally, the blended teaching model emphasizes the expansion and extension of resources, which can stimulate students' learning enthusiasm and desire for knowledge, and encourage them to engage in active learning.

(3) Optimize teaching methods.

The blended teaching model requires teachers to organically integrate online and offline teaching. Online teaching is the foundation of teaching activities, while offline teaching is a targeted and more in-depth high-level teaching activity based on online teaching [7]. The blended learning approach of online basic preview and offline targeted teaching can cultivate students' self-learning ability, practical management ability, and ability to apply information technology, fully leveraging their position as the main body of learning.

(4) Impartial assessment method.

The assessment method of blended learning mode not only focuses on the final assessment results at the end of the semester, but also on the formative assessment results of the students' learning process. By combining online learning tests with offline learning exams, it is possible to combine the recording of the learning process with the overall evaluation of the learning results, and the system platform statistics with the face-to-face examination of the teaching staff, which can provide a more fair and comprehensive evaluation of the students [8].

4 The current shortcomings of blended teaching model of military academies exist

The blended teaching model has now become a key part of my country's education information development. Studies have found that 70% of domestic universities have carried out blended teaching model to varying degrees [9]. However, the development

of blended teaching model of military academies also has a certain gap with local colleges to a certain extent.

4.1 Teaching platform and resource restriction

The network used by military academies is an internal network, which poses certain obstacles to the construction of online teaching platforms. Secondly, military academies have strict management of students' personal electronic devices, and students have limited access to online resources on external networks. Finally, the teaching content of military academies contains confidential equipment information, which cannot be taught online through the internet.

4.2 Insufficient teaching ability of teachers' blended teaching

Military academies instructors are not only teachers, but also soldiers. Military academies instructors have strict management and lack the practical ability and experience of blended learning mode. At the same time, due to the limited construction of online teaching platforms and resources in military academies, teachers still face many information technology challenges in conducting online teaching.

4.3 Insufficient self-learning ability of students

The electronic devices of military academies students are strictly managed, and students tend to use their mobile phones for entertainment rather than online learning. Secondly, the informationization ability of military academies students is insufficient, making it difficult to systematically classify and merge knowledge points ^[10]. Finally, online courses to some extent increase the burden on students after class, which can easily lead to bias and reduce their enthusiasm for the course.

5 Several suggestions for the blended teaching model of military academies and universities

The development of a blended teaching model for military institutions can give full play to the main position of the students' learning process and the leading role of teachers, cultivate students' autonomy and enthusiasm, and promote the comprehensive development of students. For the active development of the blended teaching model of military academies, some suggestions are made in this article.

5.1 Build an online learning platform and resource library

Military academies utilize campus confidential internal networks to build smart classrooms and provide encrypted mobile terminals for students, laying the foundation for the development of blended teaching models. At the same time, online learning

resource libraries will be established based on the level of confidentiality of the teaching content. Teachers will screen non relevant resources related to the course and push them to students for personalized learning. Targeted micro course resources will be created based on students' weak points and key difficulties in learning.

5.2 Improve the teaching ability of blended model of faculty

Teachers are important organizers for military academies to implement blended teaching models. Teachers are important organizers of blended teaching models in military academies. They receive systematic training on blended teaching models from external experts and are sent to local colleges for on-site learning. Finally, the internal network of the military can be utilized to build a communication platform for blended teaching models among instructors, allowing teachers from different military academies to share their experiences and methods of blended teaching models.

5.3 Enhance the adaptability of blended teaching model for students

The exploration and implementation of blended teaching models in military academies must comprehensively emancipate the minds and update educational and teaching concepts from the leadership, institutions, teachers, to students. Actively promote and advocate for blended learning mode, create a teaching atmosphere for blended learning mode throughout the school, improve students' adaptability to blended learning mode, enhance students' self-learning ability and consciousness.

6 Conclusions

In the era of big data sharing, the blended teaching model can overcome the defects of traditional teaching. The blended teaching model can break through time limit, enrich teaching resources, optimize teaching and assessment methods, and give full play to the main position of the middle school trainees and the leading role of teachers. Military academies can comprehensively consider building online teaching platforms and resource libraries, enhancing teachers' skills in blended teaching models, and improving students' adaptability to blended teaching models.

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