



Optimization of Trinity Training Mode of Undergraduates in Military Colleges based on Undergraduate Tutorial System

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Abstract. This paper focuses on how to improve the trinity training mode of undergraduates in military colleges through the tutorial system. Firstly, it systematically analyzes the problems existing in the implementation of the undergraduate tutorial system in local colleges and universities. By analyzing the difference of undergraduate training between local colleges and military colleges, this paper comprehensively discusses the integration mode and significance of undergraduate tutorial system and the trinity training mode of military colleges from three aspects: knowledge, ability and quality. In order to better introduce the undergraduate tutorial system into the undergraduate training of military colleges and universities, this paper puts forward a series of optimization suggestions on the trinity training model based on the undergraduate tutorial system, which is suitable for military colleges and universities, in order to improve the effectiveness and quality of the undergraduate tutorial system and promote the all-round development of students. Through the above optimization measures, this paper aims to comprehensively improve the comprehensive quality and professional ability of undergraduates in military colleges and universities. This not only meets the needs of military reform in the new era, but also provides a solid guarantee for the country to train more high-quality military personnel. The optimization of the "trinity" training mode based on the undergraduate tutorial system is an important path to achieve this goal, which is worth further exploration and practice.

Keywords: component: undergraduate tutorial system; military colleges; trinity

1 Introduction

In today's era of globalization and the rapid development of information technology, the international situation is increasingly complex and changeable, and military tech

nology and operational concepts are constantly being innovated. In order to adapt to these changes, military academies, as an important base for training military and technical professionals, must constantly innovate and develop their educational models. Especially for the cultivation of undergraduates, how to organically combine the educational concept of value, ability and knowledge to form a systematic "trinity" training model has become an urgent problem to be solved. Single classroom learning and single military training can not meet this demand, the introduction of undergraduate tutorial system can solve this problem to a certain extent.

As an important part of contemporary higher education, the undergraduate tutorial system can effectively improve the quality of education and promote the all-round development of students by providing personalized guidance to students^{[1][2]}. The undergraduate tutorial system can be traced back to the 14th century, Oxford University was proposed by the west, and then gradually improved and appeared two models, Oxford University and Harvard University in the United States; The former is conducted in a teaching mode of regular report and discussion, while the latter is guided by a more time-dependent teaching auxiliary mode in terms of students' physical and mental life, scientific research and study^[3]. With the continuous deepening of education reform, the Ministry of Education issued a number of opinions on Further Strengthening the undergraduate teaching work in colleges and universities clearly put forward that "conditional colleges and universities should actively implement the tutorial system and strive to provide high-quality and personalized services for the comprehensive development of students." At present, the implementation rate of undergraduate tutorial system is relatively high in domestic colleges and universities. Due to the difference between the number of tutors and the number of undergraduates, most colleges and universities carry out the differentiated training of tutors to students in the form of "one-to-many"^[4].

At present, the research on undergraduate tutorial system at home and abroad has made some progress. Foreign scholars pay more attention to the theoretical construction and practical exploration of undergraduate tutorial system, and put forward a series of tutorial system construction schemes in line with the actual situation^[5]. Western countries emphasize more on academic guidance and personalized tutoring, and promote good interaction and communication between tutors and students by establishing a sound tutor training mechanism and evaluation system. China's undergraduate tutorial system is based on the relevant experience of western higher education, and the implementation time is short and there is no clear relevant regulations, so the implementation methods of various universities are different. Many domestic universities are also actively exploring the reform and innovation of the undergraduate tutorial system, and put forward some feasible improvement plans^[6]. Because the personnel training of military colleges is different from that of local colleges, it is not suitable to directly learn from the personnel training of local colleges^{[7][8]}.

The study of undergraduate education in foreign military colleges and universities has formed a relatively complete theoretical framework and practical experience^[9-11]. Known for its strict academic standards and innovative educational model, West Point focuses on cultivating students' leadership and teamwork spirit and improving their practical ability through a series of practical activities such as Model United Nations

Conference and outdoor outward travel training. In contrast, the Royal Military College Sandhurst in the United Kingdom attaches equal importance to academic education and military training through various teaching methods such as discussion classes and project research. The military colleges of various countries are improving their academic education, military training and practical capabilities according to the national conditions and actual situations of different countries. This also shows that the "trinity" training mode can effectively improve the comprehensive quality and professional ability of undergraduates in military colleges and universities. However, the direct transplantation of other countries' education model is obviously not suitable for our current situation, so our country should also carry out a training model suitable for our current situation.

With the acceleration of China's national defense modernization, the demand for highly qualified military personnel is more and more urgent. At present, academic education, military training and practical ability have not formed a systematic and efficient model in the cultivation mode of undergraduates in military colleges. In view of the above situation, this paper analyzes the existing problems and proposes to promote the "trinity" talent training model of military colleges and universities through the implementation of the undergraduate tutorial system.

2 Ease of Use the Theoretical Foundation of Military College Education Based on Undergraduate Tutorial System

2.1 The Connotation of Undergraduate Tutorial System and the Existing Problems

The current undergraduate tutorial system is a personalized education model, in which teachers with rich experience and academic level serve as students' mentors, providing comprehensive study, life and development guidance. Tutors can use their professional knowledge to help students understand professional knowledge, dig deep into academic problems, and provide students with career planning and psychological counseling^[5]. Through one-on-one in-depth communication, the tutor helps the students to give full play to their advantages, make up for their shortcomings, and achieve all-round development.

Undergraduate tutorial system can be effectively developed and become an effective auxiliary education model in higher education, its premise and foundation is that teachers and students have a deep understanding and accurate cognition of the system. However, there are still some problems in the implementation of the undergraduate tutorial system through the existing investigation and research.

- Lack of understanding of undergraduate tutorial system

In general, the lack of in-depth cognition of tutors and students on the undergraduate tutorial system is mainly manifested in their vague cognition and understanding of the system as well as its connotation, purpose and function. They confuse the role of

"tutor system" with that of "tutor" in graduation design, so they only regard the tutor system as a form, and are not clear about the specific role and responsibility of tutors in the development of students. At the same time, some teachers only have a partial understanding of the tutorial system, which leads to the guidance of students only limited to scientific research and academic guidance or life and psychology, and to a certain extent ignores the multiple roles and functions in the comprehensive growth of students. And some tutors and students pay insufficient attention to the tutorial system, resulting in no real implementation of the guidance content in practice. Students do not actively seek guidance, and tutors lack attention to students and only meet the superficial need for guidance. This has not played a profound role in the practice of professional academic knowledge and tutorial system.

- Tutors have insufficient resources and uneven experience

The tutors in the undergraduate tutorial system are the main body to ensure the effective implementation of the system, so ensuring the quantity and quality of tutors is fundamental, but the shortage of tutor resources and the lack of experience ability of young tutors is a common problem. Compared with the number of undergraduates, the number of tutors is relatively small, so there is a problem of insufficient tutor resources in the undergraduate tutorial system, which makes some students unable to enjoy adequate guidance.

In recent years, the military colleges and universities have widely recruited talents, and the proportion of young teachers is relatively high. Some young teachers have just left the campus and have not yet completed the ideological transformation from "student" to "teacher". They may lack rich teaching and guidance experience, and lack the ability to deal with students' individual needs and problems. They may not have developed systematic guiding concepts and methods to effectively help students solve problems. Therefore, while the high proportion of young teachers in the teaching team improves the vitality of the overall teaching team, to some extent, there is also the problem that young tutors are relatively insufficient in experience and ability and may not be able to play the role of tutors.

The selection criteria of the tutor team are not uniform and the structure is not reasonable enough, which will make the guidance of the undergraduate tutorial system only stay in the implementation of the system, and the quality of the tutor team is uneven. Only through continuous reform and optimization can this system better serve the growth and development of students and play the original ideal effectiveness.

- Single guidance mode

At present, the tutorial system design in many universities is more traditional, usually stipulating that each student has only one fixed tutor, but one tutor will correspond to multiple students. This "one-to-one" and "one-to-many" model between tutor and student limits the variety and flexibility of instruction. The "one-to-many" mode greatly increases the workload of tutors, and tutors are difficult to give adequate personalized guidance to each student while undertaking heavy teaching, scientific re-

search tasks and a lot of administrative work. Faced with the needs of many students, it is difficult for tutors to deeply participate in the specific learning and life of each student, which also leads to a single form of guidance. The current evaluation system in colleges and universities focuses more on the workload and academic achievements of tutors than on the quality and effectiveness of guidance. The lack of systematic evaluation and feedback mechanism and the unsound incentive mechanism also indirectly affect the innovation and development of guidance forms. There is a problem of single guidance mode in the implementation of the tutorial system in colleges and universities, which leads to the limited degree of enhancing students' ability and obtaining help during the implementation of the tutorial system for undergraduates.

Although there are some problems in the implementation of the undergraduate tutorial system in local colleges and universities, the establishment goal and original intention of the system are conducive to the overall development and growth of students. Therefore, the undergraduate education in military colleges and universities should find its own characteristics and positioning, learn from each other and introduce the system well to form a way conducive to its own development.

2.2 Differences in Undergraduate Training between Military Colleges and Local Universities

Although military colleges and local universities are both higher education institutions, there are significant differences in undergraduate training, the essence of which lies in the difference in the concept of talent training between them. There are significant differences between military colleges and local universities in cultivating students' values. The core of military colleges is to cultivate students' military literacy and social responsibility, emphasizing the values of loyalty, discipline and service to the country^[1]. The tutorial system plays a key role here. The tutor is not only an academic guide, but also a shaper of character and values, helping students to establish strong political convictions and high moral sentiments through words and deeds. Students should not only master professional knowledge, but also pass strict military training and have good physical and psychological quality to cope with the complex and changeable battlefield environment. In contrast, the training objectives of local colleges and universities are more diversified, focusing on the comprehensive quality and personal development of students, aiming at cultivating interdisciplinary talents with innovative spirit and social responsibility. In response to such needs, the curriculum system of military colleges and universities will pay equal attention to technical courses and military science-related courses, and set up a large number of practical courses to strengthen operational application capabilities. In order to improve the teaching mode of corresponding ability, military colleges and universities pay attention to the combination of theory and practice, which usually adopts the form of adding case analysis and discussion in class. Current problems of undergraduate tutorial system. To sum up, military colleges and universities put more emphasis on the all-round ability training of military literacy and practical ability, while local colleges and universities focus on the overall development and personal growth, in contrast, the proportion of the width of ability training is reduced, but the depth of a certain aspect

of ability. And this has an important relationship with the measures to carry out the undergraduate tutorial system in a wide range of local universities. Therefore, the undergraduate tutors in local colleges and universities are only professional teachers, which is also conducive to the deep exploration of professional knowledge and ability, but such a method can no longer meet the needs of undergraduate personnel training in military colleges and universities.

2.3 The Challenge of Undergraduate Tutorial System in Military Colleges

The current undergraduate tutorial system in military colleges and universities mostly references the undergraduate tutorial system in local colleges and universities, so it cannot be fully adapted to the training mode of undergraduate students in military colleges and universities.

- The deficiency and demand of tutor training

Instructors in military colleges need not only deep academic background, but also rich practical experience and strong organizational management ability. There are dual requirements for tutors with professional background and practical experience. At present, the professional background and practical experience of many tutors are uneven, and it is difficult to be competent for the all-round guidance task. Therefore, there is an urgent need to strengthen the training of mentors, especially in the areas of military theory, leadership and combat skills.

- Limitations of resource allocation

It is difficult to give full personalized guidance to each student due to the limited faculty. Compared with the local military college tutors usually undertake heavy teaching, scientific research tasks and administrative work, time and energy are limited, but also a large extent of the corresponding guidance effect.

At the same time, there are differences in the allocation of resources among different disciplines and specialties. Some disciplines may receive more funding and technical support, while others are relatively lacking. This imbalance of resource allocation affects the overall implementation effect of tutorial system.

- The application of modern information technology is insufficient

The management of military colleges is strict because of its particularity and the lack of application of modern information technology. Many informatization means have not been fully utilized in many military colleges. Traditional face-to-face communication or written communication is inefficient and easy to be limited by time, place and other conditions, thus affecting the guidance effect to a certain extent.

At present, the undergraduate tutorial system in military colleges and universities is facing great challenges, and in order to better promote the overall training of undergraduate students in military colleges and universities. So here we will demonstrate

from three aspects of knowledge, ability and value, and build an undergraduate tutor system that can adapt to military colleges and universities.

3 Construction of Trinity Training Mode based on Undergraduate Tutorial System

3.1 The Integration of Trinity Mode and Tutorial System

The concept of "Trinity" education refers to the integration of knowledge, ability and quality in personnel training specifications, the integration of students' general ability, professional basic ability and professional development ability in personnel training content, and the integration of classroom teaching, experimental training and campus cultural activities in three training platforms. This reform was also included in the report of the Party Congress in March 2008. The "Trinity" education concept emphasizes the organic combination of knowledge transfer, ability training and value shaping. This model not only focuses on students' academic achievements, but also emphasizes the cultivation of actual combat ability and social responsibility. Therefore, it can comprehensively improve the comprehensive quality and professional ability of undergraduates in military colleges and universities and provide high-quality military talents with modern war ability and comprehensive literacy for the country.

- Knowledge is the basic: Build a solid professional foundation

Knowledge is the basis of the "Trinity" training model, and systematic theoretical teaching ensures that students master solid professional knowledge. The curriculum system of military colleges covers basic courses, specialized courses and elective courses, which not only provides the necessary basic knowledge of disciplines, but also introduces interdisciplinary content to broaden students' horizons. Mentors play a key role in this process, not only teaching professional knowledge, but also guiding students to participate in research projects and exercise their innovative abilities. Through the scientific research activities under the guidance of the supervisor, students can deepen their understanding of theoretical knowledge in practice, dig deep into the depth of knowledge, and improve their ability to solve practical problems. In addition, military colleges pay special attention to the application of military science and technology to ensure that students can flexibly apply their knowledge to actual combat situations.

- Ability is the key: strengthen practical skills and leadership

Ability cultivation is the core of the "Trinity" model, which aims to improve students' fighting skills and psychological quality. Activities such as rigorous physical training, tactical drills and live firing enable students to tackle a variety of challenges in a complex and changing battlefield environment. Instructors are not only academic guides, but also practical training instructors, who help students improve their practical abilities through hands-on demonstration and real-time feedback. Tutors can use emerging technologies to create realistic battlefield environments, allowing students

to be tested in near-real conditions and accumulate valuable experience. In addition, the tutor also focuses on cultivating students' leadership and teamwork spirit, and improves students' decision-making ability and communication skills through various practical activities such as organizing competitions and team building activities.

- Value is the core: Create loyalty and responsibility

Value shaping is the soul of the "Trinity" model, which aims to develop students' strong political convictions. Military colleges especially emphasize the values of loyalty, discipline and service to the country, and instructors help students develop a strong sense of collectivism and dedication through word and example. Through various forms of social practice, tutors help students establish a sense of service to the country. Mentors are not only academic guides, but also character and value shapers. Through daily communication and role models, they guide students to form a correct world view, outlook on life and values.

Through the above analysis, the "Trinity" training mode comprehensively improves the comprehensive quality and professional ability of students through the organic combination of knowledge imparting, ability cultivation and value shaping. Tutors play an integral role in this process, helping students achieve all-round development and personal growth through personalized guidance and support. This model not only adapts to the needs of military reform in the new era, but also provides a solid guarantee for the country to train more high-quality military personnel.

3.2 The Significance of Tutorial System in the Undergraduate Education of Military Colleges and Universities

- Deepen professional learning and interdisciplinary integration

The tutorial system is first reflected in the deepening of professional knowledge and interdisciplinary integration in military academies. Instructors not only help students master core military theory and technology, but also guide them to explore the intersection of different disciplines to deal with the complexities of modern warfare. By organizing students to participate in multidisciplinary joint projects, they are able to understand military issues in a broader academic context. In this way, students not only gain a deep understanding of military science itself, but also learn from the methodology of other disciplines to improve their comprehensive analysis and problem-solving skills. In addition, through the encouragement and support of the tutor, students can make better use of the latest scientific research results and technologies and apply them to military training and combat simulation. The study of this cutting-edge technology not only broadens students' horizons, but also cultivates their innovative thinking and practical ability. The tutors will also recommend relevant international academic conferences and journals to give students access to the latest global research results, ensuring that their body of knowledge remains advanced and forward-looking.

- Practical skills and comprehensive quality of the double improvement

The tutorial system plays a particularly prominent role in ability training, especially in the promotion of practical skills and comprehensive quality. The tutor is not only the knowledge imparts in the classroom, but also the instructor in the actual practice. By participating in real military exercises and simulated confrontations, instructors lead students to be tested in an environment close to actual combat and accumulate valuable combat experience. At the same time, the mentors focus on developing students' leadership and decision-making skills. Through organizing various practical activities, students can exercise their communication skills, organization and coordination ability and crisis handling ability. These activities not only improve the students' fighting skills, but also enhance their psychological quality and social responsibility. The tutor will also arrange more practical operation opportunities according to the students' strengths and development needs, so as to further improve their comprehensive ability and make full preparation for future work.

- The cultivation of character and sense of mission

In the military colleges and universities, tutors are not only the guides in the academic field, but also the moulders of moral cultivation and family feelings. Through words and deeds, tutors help students establish firm political beliefs and noble moral sentiments, and cultivate their collectivism spirit and sense of dedication. Through the way of local teaching, let them personally feel the development process of the country and the struggle spirit of the ancestors. This not only enhances the students' national pride, but also inspires their sense of responsibility and mission to serve the country. Tutors also guide students to pay attention to hot social issues and stimulate their sense of social responsibility and mission. By participating in voluntary service and social welfare activities, students can experience the meaning of dedication in practice and enhance their sense of responsibility and mission to society. Through the various teaching methods of tutors in the tutorial system, we help students establish a correct world outlook, outlook on life and values, so that they can take on heavy responsibilities in their future careers. In addition, by encouraging students to actively participate in discussions, thematic lectures, etc., tutors help students to deeply understand the connotation of values and integrate them into daily life and professional behavior. This kind of moral cultivation not only improves the students' personal quality, but also enhances their sense of social responsibility and mission as soldiers.

The undergraduate tutorial system is of great significance in the undergraduate education of military colleges. It comprehensively improves students' comprehensive quality and professional ability by deepening professional learning and interdisciplinary integration, improving practical skills and comprehensive quality, and shaping moral cultivation and feelings of family and country. As the guide and supporter of the students during the school period, the tutor helps the students achieve all-round development through personalized guidance, psychological support, career planning and other aspects of support, and provides a solid guarantee for the country to train more high-quality military talents.

4 Optimization of Training Model

In the previous parts, the problems existing in the implementation of the undergraduate tutorial system in local colleges and universities have been analyzed. Through analyzing the differences between military colleges and local colleges and universities, the uniqueness of military colleges and universities has been understood, and the undergraduate tutorial system has been integrated into the undergraduate training in military colleges and universities to build a trinity training model for undergraduate students in military colleges and universities based on the undergraduate tutorial system. However, in order to avoid the existing problems in the process of implementation, and better adapt to the personnel training objectives of military academies, this paper constructively puts forward the optimization of the training mode.

4.1 Construct Diversified Guidance Forms

The traditional "one-to-one" and "one-to-many" tutorial system between tutors and students has limitations, which is difficult to meet the diversified needs of students, and the tutors' energy is limited, so each student cannot get enough help. Therefore, a team tutorial system or multi-tutor joint guidance model can be introduced to equip each student with multiple tutors of different backgrounds, different levels and different fields. This approach not only provides a wider range of knowledge and perspectives, but also reduces the workload of individual mentors and improves the effectiveness of mentoring. In addition, modern information technologies, such as online communication platforms and virtual reality technology, are used to expand communication channels between teachers and students and enhance the frequency and depth of interaction.

4.2 Improve the Tutor Structure and Training Mechanism

Firstly, it is very important to establish scientific and reasonable selection criteria for tutors. In order to adapt to the comprehensive training mode of students in military colleges and universities, under the diversified guidance form of the tutorial system, the selection of tutors should not only be specialized teachers, but also involve teachers in military training and psychological counseling. Strive to build a mentor team of different age levels, different professional backgrounds and different research fields for each student. This is more conducive to the maximum effectiveness of the team coaching system, while satisfying the individual development of each student, and to ensure the improvement of each student's comprehensive ability to the greatest extent. At the same time, strengthen the training of tutors, including courses in educational psychology, military theory, leadership, etc., to ensure that they are capable of all-round guidance tasks. Through regular evaluation and feedback mechanism, continuously improve the professional level and service quality of tutors.

4.3 Strengthen Practical Teaching and Innovation Ability Training

In view of the uniqueness of personnel training in military academies, in terms of academic education, instructors should pay attention to the combination of theoretical knowledge and practical application, and encourage students to participate in scientific research projects and innovative practice activities. In areas such as military equipment research and development or combat command simulation, tutors can lead students to carry out specific research work to cultivate their hands-on ability and innovative thinking. For military training and social practice, instructors should not only guide students to complete prescribed training subjects, but also organize more actual combat exercises and volunteer service activities to help them exercise skills and accumulate experience in a real environment.

5 Improve the evaluation system and incentive mechanism

In order to ensure the effective implementation of the trinity training mode of undergraduates in military colleges based on the undergraduate tutorial system, a sound evaluation system and incentive mechanism must be established. On the one hand, a comprehensive student evaluation index covering academic achievement, military skills, social service and other dimensions is developed to measure the comprehensive performance of students objectively and fairly; On the other hand, set up a mentor reward system to give material and spiritual rewards to excellent mentors to mobilize their enthusiasm and creativity. At the same time, strengthen external publicity and commendation, establish a typical image of excellent tutors and students, and create a good education atmosphere.

The optimization and exploration plan of the training mode proposed above has not been widely implemented, and only a preliminary pilot has been carried out in some departments of our school, and initial results have been achieved.

6 Conclusions

As an important link in higher education, undergraduate tutorial system is directly related to students' academic development and personal growth. Based on the particularity of military colleges and universities, this paper puts forward ways to optimize the model to make it more suitable for undergraduate training in military colleges and universities. In this paper, a number of optimization approaches are put forward in individual schools and departments of the university, and initial results are achieved. From the feedback data, it can be seen that the results of students in scientific research are remarkable, more students participate in the competition, and students begin to have the opportunity to participate in more military training. The all-round professional training mode makes more students' achievements not limited to a single aspect but have more results in many aspects, and promotes the all-round development of students. As for tutors, the degree of specialization gained through training has in-

creased, and diversified guidance methods have reduced the workload of tutors to a certain extent, thus increasing the satisfaction of teachers. It can be seen that the optimization exploration method proposed in this paper has achieved initial results, and it is expected to provide new ideas for the subsequent education mode of military undergraduate personnel training.

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