

Application of Simulation Case Method in Military Teaching

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Abstract. Simulation case teaching is a kind of informationalized teaching mode which USES the processor war simulation system to conduct case teaching. This paper first explains the definition and characteristics of the simulation case teaching, then discusses the basic method and process of the simulation case teaching, and finally summarizes the simulation case teaching method.

The introduction

Military teaching is a practical subject. Europe's "on war" is a collection of hundreds of war cases during the Napoleonic wars, which has influenced the history of wars for over 100 years and become a classic of war analysis. However, with the arrival of military informatization, the change of war mode is extremely complex, and the change between different modes of war is constantly shortened, which makes the time and conditions for both the war mode researchers and the participants of war practice become less and less. Once we relied on "learning war from war" and "learning war from history", but now we are able to "learn war from simulation" and "learn war from tomorrow", which is created in the war simulation room by using the war simulation system.

The definition and characteristics of simulation case teaching

Simulation case teaching is a kind of processor warfare simulation system is used to implement case teaching model, it can provide a more realistic case conditions and time and space, the simulation of yesterday, today and tomorrow, or is likely to happen, the whole process of the conditions of different cases and the case can be conditions and module of virtual deduction, to meet the war and military subject research, the purpose of the study. [1]Simulation case teaching is also case teaching in essence, but it is a different model of military case teaching module. Firstly, it has three main modes of subjectivity, practicality and connectedness as well as other cases of war teaching. However, the simulation case teaching also has its distinct characteristics different from the ordinary war case teaching, mainly in the following two aspects:

Application of sampled-processor war simulation system. The war simulation system is the basic unit and realization means of the simulation case teaching. [2]The main reasons of the simulation case teaching sampling war simulation system are as follows①It is necessary to use the war simulation system to simulate the real war conditions and the real time and space scene to show the real scene of the case event as much as possible;②It is necessary to use the war simulation system to deduce and analyze the case so that the war case can be dynamic;③War simulation systems need to be used to describe and evaluate the extrapolation of these environments to receive more realistic results. All of these contents need to be supported by various units in the simulation system.

You don't just simulate yesterday's actual environment. The case of previous case teaching mainly refers to the actual environment of yesterday, and the purpose of learning is achieved by studying and analyzing these environments. In the simulation case teaching, the case model can be more diversified. The simulation case can be the actual environment that has happened yesterday,

and the actual historical environment can be simulated and simulated with the help of the war simulation system, so as to achieve the purpose of learning war in the past. Now, the simulation case teaching can also achieve the former case teaching can not achieve the content, ①Be able to simulate tomorrow, by adopting advanced simulation, possible phenomena in tomorrow's war, such as new combat mode simulation to battlefield environment, analyze the development process of war with the help of war simulation system, observe the change of environment studied, so as to learn war from tomorrow. [3]②The ability to simulate today, that is, to simulate something that does not exist or is not produced, to achieve the purpose of learning about today's war, which makes it very advantageous for us to summarize the war and understand the nature of war. At the same time, our understanding of the uncertainty of the war can be strengthened. Whether simulation future, or simulation reality, these are very helpful to achieve the goal of informatization reform. In this way, case teaching is no longer a summary, but also changed to deduction and reform, and can be analyzed and evaluated through the actual simulation process.

The basic process of simulation case teaching

The previous case teaching was divided into six parts: homework, self-study, group study, classroom analysis, summary and conclusion, and performance evaluation. Simulation case teaching is also one of these links, but it should be differentiated and arranged according to its characteristics. With the help of the processor war simulation system as the basic teaching unit, the whole teaching process should be run in the conditions supported by the war simulation system to form the seamless combination of the whole simulation environment, simulation system and teaching process. Generally speaking, simulation case teaching can be divided into four stages: teaching preparation, learning arrangement, research deduction and summary.

Preparation stage of teaching. Teaching design, data preparation, simulation system preparation, teaching site preparation and other contents should be completed by the main course instructor together with the system construction personnel. Among them, teaching design is the center of the whole simulation case teaching and the most difficult unit. System preparation and data preparation are also difficult, but similar to simulation system preparation.

Study placement stage. The main method of sampling is to present the case to the student, and the teacher starts to ask questions, to give out the research discussion subjects and the content of the study. The case presentation should give play to the advantages of the processor war simulation system, which can be arranged by means of sampling environment introduction, process deduction and formal description. The instructor may ask questions or give instructions on research topics or content by traditional means and should consider using a processor war simulation system.

Research stage. It is the main content of simulation case teaching. Students use analysis, discussion, confrontation and deduction at this stage to achieve the goal of learning. Sampling methods include:①Personal analysis. The student USES the teacher to assign the topic, to the case which USES carries on the detailed analysis. The analysis can refer to the real environment provided by the system, the simulation data generated by the system, and other contents. The system provides different functions such as information retrieval, model analysis and statistical calculation. [4][5]②Group discussion. The group discussion can be supported by a processor war simulation system or by traditional conference discussions. The auxiliary support of the processor can realize the role cooperation analysis, the opinion merge, the discussion exchange and so on. Meeting discussions can also be assisted and summarized through the system.

Summarize the induction phase. The main content is to summarize the simulation case activity and help students to draw the final conclusion. The main forms include: student leader's speech, teacher's overall summary and so on. [6] This content also needs the reproducible support of the processor war simulation system. The performance evaluation of the students can also be conducted in a processor-assisted way, with the scores scored by all the participants and the instructor.

Conclusion

The simulation case teaching method is a reform of the case teaching mode, which needs to be enriched and improved with a large number of cases. We should use the actual teaching activities to carry out the analysis of the simulation case teaching method in the future. We believe that the simulation case teaching method is in line with the general trend of the reform in the information age and should become an important link in the reform of military theory teaching in the information age, realizing more value.

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