Construction of Teachers Team Based on Combat Teaching

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Abstract. In this paper, it researched combat training and teaching requirements through the way of the theoretical research, investigation and teaching practice. we put forward the methods and ways to combat faculty team construction, including strengthen fusion with forces, raise of teacher’s combat level, master teaching method suitable for combat training, etc. The results have strong guiding significance and high promotion value to teaching reform and teachers team construction under the background of the combat teaching requirements. Author has profound theoretical research strength and rich teaching experience, the unique feature of paper is fusion of the theoretical research, teaching practice and troops demand, etc.

Introduction

The army education institutions have the mission of transporting specialized talents with high quality to the forces, such as with "listen to the party command, win victories, fine style". Therefore, the teacher’s quality will directly affect the teaching quality. If our team have not adapted to the combat, it is impossible to cultivate professional military personnel with practical ability; If we want professional education close to actual combat, the first thing is to make teaching faculty team.

Strengthen the Creep Integration of Education Institutions and Forces

Although teachers in colleges and universities have sound professional background, most of them lack experience working in the army and cannot meet the requirement of the combat teaching method of job training. However, the underlying forces who engage in maintenance support of equipment have high degree of combat and rich practical experience. We can effectively improve the combat teaching ability of teachers through interaction, deep integration of institutions and forces.

Improve the Effect of Teachers Agency Duty

It is important that teachers should be planned to arrange in the force to increase the concentration of teaching and improve the teaching quality of the combat. Nevertheless, this measure has become a mere formality at present. We must establish improved mechanism of education as well as make the teachers more normalized, institutionalized and scientific in order to enhance the function of teaching agency duty. First, we should correct the wrong thought of teachers. We have to assure that most teachers treat agency duty as rare opportunity to get close to force, increase experience and to strengthen combat teaching ability. Second, we should determine an acting capacity scientifically, arrange work reasonably as well as enhance effectiveness of acting capacity in the force. The teacher can be divided into “make up” (teachers who have no experience in an acting capacity), “hardening” (teachers that hold an acting capacity experience, but have left forces faculty) and "research" (teachers have both rich experience of the forces, and strong ability for teaching and scientific research). When we determine acting persons, we should give priority to "make up " teachers [1]. Once the objectives and tasks have been set according to the requirements of the combat, the teachers must start work with objectives. After the acting period, they have to present their performance in formal reports. Third, we should clarify responsibility, strengthen the organization and management, and further intensify...
specification of the teachers. We can manage teachers from universities jointly with the army to prevent the teachers out of control.

We will improve the mechanism for examination and assessment as well. In addition, after acting, the college faculty will measure and review the results of acting based on the teacher’s performance of fulfilling responsibility and completing work. The result of the review is an important standard of job transfer, rewards and selection, maximizing the encouraging and supervising function of acting capacity examination.

**Operate Irregular Research in the Forces**

With the enforcing combat training, the forces have more tasks. Thus, teachers can further get close to the actual work and the training situation and grasp force demand for talents with research of the training and tasks. Before research, we should draft out the outline content of the research. To be more specific, we can adopt questionnaires, surveys, interviews, discussion, field observation, etc. Finally we summarize the results immediately and give feedback through the reform of teaching methods. The research will help teachers to emphasize practicality, pertinent and forward-looking and make the teaching contents closer to the reality. The people being taught will be better understand and acquire knowledge if the teachers interpret the complicated theory under assumptions closing to the reality.

**Play the Role of Replacement Teachers Completely**

The colleges can select some outstanding retired military officers as teachers because of the needs of professional education. Indeed, the acting officers have rich combat experience. They can make the actual education close to forces if they play to their role completely. The college faculty can arrange the officers operating teaching activities such as lectures, tutorials and reviews. This measure can not only show the expertise of teachers but also help students to find and solve problems existing in the teaching.

**Improve Teacher’s Combat Level**

**Update the Knowledge Structure and Teaching Content**

Due to the unpredictable military situations either in China or in the world, teachers should make efforts to update their knowledge and pay attention to the latest developments in their major. Moreover, they should add the new technology, new equipment and new practices into teaching to ensure high quality of the training task [3].

Furthermore, owing to the combat teaching theory and experience from other universities, teachers are able to renew their minds constantly and lay a theoretical foundation for the updated teaching structure and contents.

We always collect real cases and technical data and transfer those into teaching contents. On the basis of the information collected, we select valuable statistics, analyzing and then applying in the design of teaching method. In this semester, our teaching design has special requirements, which are demonstrated in TABLE 1.

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Teaching, Research and Military Training</th>
<th>Application Section</th>
<th>Use</th>
<th>Type</th>
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<td>e.g. Normalization results</td>
<td>Third quarter</td>
<td>As a case Leads...</td>
<td>achievements of scientific research</td>
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<td>Frontier academic\ fault case\ combat training</td>
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We also establish the mechanism for the dynamic update of teaching content. After a period of time of the use of fixed teaching contents, we have corrected and revised teaching contents based on the actual demand of forces to implement the dynamic update of teaching contents. This is shown in the Figure 1.

![Teaching content dynamic update](image)

**Perfect Teacher’s Training Mechanism**

Apparently, in addition to the pre-training for new teachers and departure degree education, we should strengthen on-the-job training. It is necessary to carry out practical training of teaching regularly to improve the teachers’ teaching ability as quickly as possible [4]. Training content should include the combat teaching theory, teaching mode, innovation of contents etc. The training can be diversified, such as lectures, mimic classes and presentations. What’s more, the training can rely on a certain college or invite for experts in the force to teach. There is no doubt that the evaluation of training plays a vital role in the training process. On the one hand, it can test whether the practical teaching abilities of teachers are improved. On the other hand and more importantly, it can constantly improve and consummate the training via the feedbacks from teachers. Putting it in detail, the “Class of Teaching Theory and Practice Ability Training of Jiangsu Institute” sets a good example of training class for teachers. The class has fostered a boost of teaching ability of the teachers in the campus through the advanced concept of higher occupational and technical education, special construction of occupational education and practice of education reform.

**Master Teaching Method Suitable for Actual Combat Training**

The ultimate goal of combat teaching is to improve the student’s ability for the future career, which is constantly changing with the development of society. For this reason, the combat teaching should adopt to flexible and variable teaching modes based on different situations of students. For instance, teachers can adapt to subject teaching, case teaching, discussion teaching, practice teaching, task driven teaching and information teaching. Transferring classes into practical training and daily work or creating the situation of the daily work and life is essential to combine theory with practice and strengthen the combat teaching.

**Highlight the Thesis Seminar**

Only students who can bear their responsibility and fulfill their duties can improve feelings of honor and responsibility. Teachers can summarize the related contents that have been dispersed in work and implement researches of project teaching, making the students know what to do to and how to achieve the goal with comprehensive and accurate understanding and indirectly strengthening the teaching system. In addition, the teachers can take students’ bias existing in the understanding of responsibility as questions and combine with his or her own experience to lead students to thinking and further discuss with the problems. Next, the teachers will summarize what would be agreed both by the teachers and the students. The method is especially suitable for service officer training [5].

**Focus on the Case Analysis**

Case teaching helps teachers to create a realistic situation. Meanwhile, students can find out the question and seek countermeasures. It improves the ability of solving practical problems in troops in the process of dealing with problems as well. In the process of the combat case teaching, we should
grasp the following points: First, selected cases should be typical, representative, and the majority can reveal learning theory. Second, we should choose the hot spots that basic level troops’ focus on. Third, we have to choose the universality, typicality difficult problem of equipment support, management and construction. Finally, we should choose the major problem encountered in the equipment management reform in the reality.

**Strengthen the Simulation Exercise**

Simulation exercises can strengthen the practical link of teaching since it pays attention to the environmental simulation and can receive the approximately actual effect. The combat teaching requires the practice content, the procedures and methods being close to the practice of troops as much as possible. The task set and program specification must conform to the characteristics and regularity of wartime commanding. Teachers can make full use of teaching base according to characteristics of the content of the teaching project and organize teaching. Then, teachers can introduce successful case into class following requires of teaching purpose, as well as bring students into a specific event in real situation to develop their analysis judgment ability. Additionally, teachers can fully use modern teaching facilities and high-tech equipment to simulate actual work and the actual situation of troops, create the realistic condition of practice and improve the students’ ability to apply the theoretical knowledge to solve practical problems.

**Conclusion**

The teachers are the soul of colleges and universities. The requirement of the standard of fighting capability is actually the requirement for the quality of college education. And even the teachers. Hence, teachers should update the knowledge structure in time and grasp the teaching method for the combat training through acting capacity, investigation and regular training. The new knowledge, technology, equipment and practices should be integrated into the teaching process organically, as realizing the reform goal of letting teaching close to the forces, and battlefield joint with classroom.

However, teaching and researching ability is not equal to good combat ability. This requests that teachers must keep pace with latest news to transform and promote their own value, further broaden their strategic vision. Besides, the teachers are encouraged to reserve more combat knowledge combat content in teaching and more combat inspection in research, as trying to become experts in combat teaching.

The results have strong guiding significance and high promotion value for teaching reform and teachers’ team construction under the background of the combat teaching requirements of military career education institute.

**References**


