

Research on Question-inquiry Teaching Mode in Professional Military Education of Primary Commanders

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Abstract: It can provide a scientific and efficient learning platform for cadets of primary commander education to innovate the teaching mode and develop C. The connotation and effect of question-inquiry teaching mode are analyzed in this paper according to the current situation when the cadets graduate from the academy and are allotted to the grass-roots unit they are short of exploring spirit and innovative thinking and their working method are not elastic enough. The implementation of question-inquiry teaching mode is provided combining with teaching practical experience. The problem needed to pay more attention to are promoted when using the question-inquiry teaching mode in primary commander education.

Introduction

Professional military education of primary commander is to train the cadets for one year in order that they can grow and be qualified for the primary commander in army after they finish four-year undergraduate education and basic career education [1]. It is a major way for the military academies to cultivate primary commanders. According to our investigation of the situation when the cadets graduate from the academy and are allotted to the grass-roots unit they are short of exploring spirit and innovative thinking and their working method are not elastic enough. They are easy to be trapped by dogma and can't meet requirements of the army to accomplish multiple types of military missions. Therefore it is necessary to innovate and improve the teaching mode for professional military education of primary commander. As an elicitation teaching method question-inquiry teaching mode is very important for the cadets to cultivate their post competency and innovative spirit.

Connotation and Effect of Question-Inquiry Teaching Mode

Connotation of Question-Inquiry Teaching Mode

The question-inquiry teaching mode is a kind of method to analyze and discuss questions or cases which are typical and instructive in order to find the method and skill to solve the problem and cultivate the innovative thinking ability of the cadets [2]. The question-inquiry teaching mode is teaching method for teachers and it is also a study method for cadets. During the question-inquiry teaching process the cadets are the main participants and the question-inquiry is the main clue. It can prompt enthusiasm and creativity of the cadets to carry out self-directed learning during the process of raising questions, analyzing questions and solve questions innovatively in order to cultivate the ability of the cadets to master knowledge, analyze and solve problems as well as the innovative spirit [3].

Effect of Question-Inquiry Teaching Mode

It is necessary for innovation to use the question-inquiry teaching mode because the cultivation of innovation should start with finding and solving problems. To cultivate the innovative spirit of the primary commanders it is necessary to guide the cadets to investigate problems combining with

military training and operational requirement in future. It is of great importance for the cadets to cultivate post competency and innovative spirit during the education of primary commander.

Benefit for Cultivation the Ability of the Cadets to Collect, Analyze and Mining Information

It is important for military commanders to cultivate ability to command and make decisions with information in order to adapt to the requirement of military information construction and information war in future.

With the question-inquiry teaching mode the cadets collect information to solve the problem with multiple ways through computer network, library and investigation in army and analyze, induce and operation the information. So the available information can be identified and processed to form the decision information. During this process the ability to collect, analyze, dig and use information of the cadets can be cultivated effectively, which is important for their post competency in future.

Benefit for Cultivation the Ability of the Cadets to Think Deeply and Link Theory with Practice

Most courses of the primary commander education are comprehensive, theoretical and tightly connected with military information construction and the war in future. If the traditional teaching modes such as cramming and duck-stuffing are used in courses the cadets will always be superficial in theoretical studies and can't dig the knowledge deeply and link the theory with practice. If the question-inquiry teaching mode is used the cadets will be motivated to improve their learning initiative. The knowledge points which are need to be mastered will extend from the class to library and the actual situation in troops. The cadets will develop their thinking space and make deeper thinking when discussing the problems.

Benefit for Cultivation Cooperation and Team Spirit of the Cadets

The army is a team and compact group. The local war under the condition of information in future will be joint operations of multiple-arms. The military commanders need to be of great awareness of sharing and cooperation. A good interactive teaching environment will be created where the teachers and the cadets can communicate and cooperate with each other through the question-inquiry teaching mode. The cadets learn how to exchange and share the information, ideas and methods with others and they will be good at cooperation and dedication in team.

Benefit For Cultivation the Sense of Mission and Responsibility of the Cadets

The core of military education is to cultivate new type of military talents for military construction and the war in future. Our army is now in the key period of strategic transformation and rapid propulsion of information construction and there will be difficulties and setbacks in the military construction. The cadets must have strong sense of mission and responsibility and have the courage to overcome obstacles when they face difficulties and problems on the job. Through the question-inquiry teaching mode the cadets will have impressive feeling of responsibility and mission when they analyze the theory, do survey in the army, complete the research through discussion and find the way to solve the problem. The sense of mission and responsibility of the cadets will be improved during this process.

Implementation Process of the Question-Inquiry Teaching Mode

The organization and implementation of the question-inquiry teaching have three steps including raising questions, analyzing and discussing questions and generalization. In order to show the application of the question-inquiry teaching mode in primary commander education the course of equipment support is taken as example in this paper. Combined with the content mobilization of equipment support the implementation process of the question-inquiry teaching is illustrated. The cadets are divided into learning groups including 3~5 people and the group leader is assigned in order to guarantee the teaching efficiency in practice. The questions are assigned to the cadets 1~2

week ahead of time according to the teaching contents and objectives and the cadets can make full preparation for class discussion.

Raising Questions

Raising appropriate questions is very important and it is the key for teaching success. Teachers can assign questions for the cadets directly according to the teaching contents and objective. The cadets make survey, collect relevant information, deal with the data, discuss with others in group and make preparation for class discussion. Teachers can also set situation through cases, pictures or videos and guide the cadets to discover and raise questions. Both the questions and the situation should combine with characteristics of the cadets, historical war cases under condition information and military construction in order that the questions are pertinent, heuristic and practical [3].

When the question-inquiry teaching method is used at first the cadets can't raise any question teachers can raise questions directly. In our course of mobilization of equipment support the teacher raise three questions directly. The first question is as follows. Who are the main components of the equipment support personnel of the US army in the Iraq war and what characteristics does the equipment support have? The second one is that what lessons we can learn from the components and implementation of the US army's equipment support. The third one is how to develop the equipment support mobilization of our army in order to meet the requirement of local information war in future. Thus the cadets can read purposefully, look for information, think initiatively and summarize with these questions. The ability to find, analyze and solve the problem of the cadets can be improved through the self-learning [4].

Analyzing and Exploring Questions

Analyzing and exploring questions is the key point for question-inquiry teaching mode which has great influence on the teaching efficiency. It can be divided into preparation before class and discussion on class.

Preparation before class is the process to collect data, dig information, discuss and form opinions and its objective is to make good preparations before class discussions. Discussion on class is the process to discuss according to the preparations of each group. Each group should nominate one delegate to complete general speaking and others in the group can make added speaking in order to mobilize learning initiative of the cadets and build a great atmosphere. Other groups can question their opinions. When making the general speaking multimedia courseware should be used and the speakers take the floor and answer questions. For example when the first question is discussed the delegate of the first group can take the floor and clarify their point and other groups question them. Each group discuss with others from different point of view. The cadets express their views and various views collide and mix together. The answer of the question is explored fully and the teaching content is enriched. During the course the teacher needs to grasp the key point of the discussions and guide the cadets in time. The teacher can guide the cadets to think deeply, deepen the questions and solve the problems through asking questions and giving hints.

The cadets are the main body and teachers are guides during the question-inquiry teaching process, which change the situation of the traditional teaching that the cadets are fully crammed by teacher [5]. The classroom becomes the place where the cadets can communicate with teacher and the other cadets. During the process the ability of the cadets to analyze and solve problems are improved. Innovation consciousness and military cultivated manner of the cadets are strengthened, which will lay the foundation for their competency in future.

Generalization

Generalization is the final stage of the question-inquiry teaching mode which can be divided into summarization on class and reflection after class. Generalization is a finishing touch of the teaching and it plays an important role for teaching. After the discussion on class the teacher needs to judge the advantages and disadvantages of the cadets during the discussion. On one hand the teacher needs to help the cadets to master the important contents, understand the difficult point and build complete

knowledge hierarchy. On the other hand the teacher needs to help the cadets to review their idea and learn the right method to analyze the problem. The teacher should also raise the problems needed to be considered and point out the research directions according to the discussion.

Both teachers and cadets should reflect the teaching after class. The reflection objective of teachers is to analyze and evaluate teaching efficiency, draw lessons from the teaching, search insufficiency, develop countermeasures in order to improve teaching ability. The reflection objective of cadets is to evaluate if private opinions are right according to the discussion and comment of teachers in order to master the ideas and method to analyze and solve problems [6].

Problems Needs To Be Pay Attention To When Using the Question-Inquiry Teaching Mode

Making Full Preparations for Discussion before Class

Although the cadets of the primary commander education have finished the four-year undergraduate education and basic career education and they have mastered basic theoretical knowledge. Affected by traditional teaching mode some cadets are used to the passive learning that teachers give lectures and the cadets listen to the teacher and take notes. The cadets can't think positively according to the questions and research the way to solve the problems. They hope to get the answer from others or the teacher. Some cadets are negative when they are in trouble such as tight schedule, heavy task and difficulty to obtain information. Then they can't use initiative to think deeply and understand superficially about the questions. Other cadets are introvert and diffident and they tend to follow the authority during the discussion can't express themselves. Affected by the above-mentioned facts problems exist during the teaching process such as analysis of the question is not thorough and the discussion is not heat. The teaching efficiency is not good. Therefore the teacher must make full preparation before the implementation of question-inquiry teaching mode such as drawing up a teaching plan, determining the key point, guarantee the teaching objective to be realized. The teacher should divide the cadets into learning groups and assign the group leaders. At the same time the teacher should also make demands on the cadets about how to prepare materials and provide key point and clue for cadets to collect information. In addition the teacher should make regulations for class discussion to insure the discussion going on smoothly. The question-inquiry teaching process should be brought in course assessment through related regulation measures.

Choosing the Questions to Be Discussed Appropriately

Choose of questions decides the effect of discussion. Considering limitations of the characteristics and requirement of the cadets, teaching content and class time the teacher should choose questions in terms of teaching content and teaching objectives.

The questions should be selected combing the knowledge structure and reception of the cadets, military construction and the information war. Typical and contemporary questions should be chosen in order to strengthen the teaching pertinence and timeliness. For example questions of equipment support of US army in Iraq war are proposed in the course of equipment support because the Iraq war is typical war of information since 21th. Components of equipment support of US army can reflect characteristics of the integration of military and civilian support under the condition of information which is of great reference significance and guidance for us. The cadets can well understand and master characteristics and laws of the equipment support mobilization if we choose this question to discuss.

Keeping the Class in Order

The cadets are given more space for free play with the question-inquiry teaching mode. The cadets can express their views from multiple perspectives. Not all these views are right and there may be drastic dispute among different group. Therefore the teacher needs to have high ability to control the classroom. He should have both solid foundation of theory and rich working experience in army. It is necessary for the teacher to guide the discussion along the right direction of teaching objective. A

teacher without solid foundation of professional theory can't well understand the knowledge and provide guidance for the cadets to research the question from multiple views. And a teacher without working experience in army can't combine the question with the operational training, information construction and operational requirement in future of the army and can't well control the class order.

Therefore the teacher needs to strengthen study and continue to enrich himself with new knowledge and theory in order to improve his professional quality. At the same time the college needs to develop joint teaching and training with the army and exchange more with the army. More teachers should investigate and serve in the army and enrich practical experience.

Conclusions

Implementation of the question-inquiry teaching mode is mainly centered about the question, which can motivate the cadets to learn initiatively and cultivate the ability to analyze, solve problems as well as their creative spirit. The question-inquiry teaching mode is in accordance with the trend of teaching reform currently and it is suitable for the primary commander education after four-year undergraduate education. At beginning to promote this teaching mode difficulties will exist. But it will become a better tool for improving the innovation ability of the cadets and promote the teaching reform in college if we practice actively and employ it step by step.

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