

The Reform and Practice of the Teaching Mode of the Equipment Course in the Sergeant Vocational Education

Yi Yao^{1 a}, Wen Cao^{2 b} and Qiang Li^{3 c}

^{1,2,3} Vehicle Application Department, Changchun Institute of Engineering and Technology, Changchun, Economic Development Zone, China

^a 58986717@qq.com, ^b 53559390@qq.com, ^c liqiang33@126.com

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Abstract: Focusing on the reform and practice of the teaching mode applicable to the equipment courses of the vocational education for noncommissioned officers, this paper discusses in detail the role of the teaching mode, the limitations of the traditional teaching mode and the construction of the new teaching mode. Combined with a large number of teaching examples, this paper focuses on the theoretical analysis and practical application of the new teaching mode from three levels: teaching links, contact with the actual situation of the Army posts and hierarchical teaching.

The curriculum of vocational education equipment for noncommissioned officers is a unique military vocational education curriculum with the characteristics of Vocational Education in military colleges. The teaching objectives, teaching objects and teaching contents all have a clear position orientation. The core idea of education is too close to the army and closely adhere to the actual combat, which determines that its teaching mode should be more targeted, meet the requirements of the post holding ability of the army, and have a "real combat" with the army. The training is closely linked. Based on the above requirements, the author selected a typical teaching mode to study and practice, hoping to play a role in attracting more talents.

1. The Role of Teaching Mode

The teaching mode has been used for a long time and has a wide range of application. At present, it is still the most widely used teaching mode in Vocational Education in military colleges. Considering the low knowledge starting point of the cadets and the current situation of their lack of experience in using equipment, as long as they are optimized and developed under the guidance of the educational concept of "practical" training and modern teaching ideas, the teaching mode is still a main mode of military school teaching.

2. Limitations of Traditional Teaching Mode

The disadvantages of the traditional teaching mode are that it takes imparting knowledge as a single goal of teaching, does not consider from the perspective of training the post holding ability, and does not start from the perspective of training high-quality non official talents. In the course of teaching, the teacher pursues the integrity of knowledge system too much, regards imparting knowledge as the core of teaching, pays attention to the instillation of concluding content, neglects the ability training of students to find problems, solve problems and acquire knowledge in vain; students can't think actively in learning, and are simply satisfied with passively accepting knowledge, taking obtaining the conclusion of problems as the ultimate goal. This will lead the students to form the bad habit of rote learning. They are unwilling to think, dare not think and can't think when encountering problems, their thinking ability can't be effectively exercised, and the teaching process will be distorted into a simple process of "teaching and receiving". However, the actual work of the posts in the army is complex and changeable. When encountering practical problems, we need to make concrete analysis and judgment based on the existing knowledge. There is no ready-made answer in the book. At the same time, the equipment model is constantly updated and the equipment support technology is constantly developing, which also requires the trainees to

have the ability to learn by themselves. In addition, the battlefield environment is also complex and changeable, with many emergencies, which is more necessary. They should be able to think independently and deal with problems flexibly. Therefore, the traditional teaching mode cannot meet the requirements of the post personnel training and the education concept close to the actual combat, so it must be reformed and optimized.

3. Reform and Construct a New Teaching Mode

3.1. Reform and innovation from optimizing teaching process

Teaching is a process of mutual influence, close combination and high unity between teaching and learning. Therefore, the "teaching" of teachers and the "learning" of students have the same important position in the teaching process. They should promote each other and be inseparable. One side should play the leading role of teachers, the other side should stimulate the enthusiasm of students. According to this basic teaching law, the teaching mode of equipment courses should be composed of two mutually promoting processes, and at the same time, the cultivation of the ability to complete the post task should be emphasized. The first is the process of teaching by teachers. Its structure generally adopts five basic links: "teaching tasks are assigned (teaching objectives are defined), teachers explain students' participation in learning students' Cooperation (discussion), teachers and students' interaction and exchange (guidance and inspection of assignments)". The second is the process of learning. Its structure is generally five basic links: Students' Preview (guided by teaching task objectives), students' participation in learning (listening), students' situational experience (training and self-study), students' Cooperation (discussion or dialogue), and teachers' interactive communication (questions and assignments). These two corresponding processes constitute the teaching mode of the equipment courses for noncommissioned officers. According to different teaching purposes, contents, objects and time, the five stages of the above two processes can be adjusted and supplemented to form many different variations. For example, the combination of teaching and self-study can be used after self-study, for example, the working principle of four stroke engine; and the combination of teaching and self-study can be used after self-study, for example, the structure of diesel coarse filter can be taught first, and then the structure of fine filter can be taught by the students themselves. The two structures are similar, which not only cultivate the students' self-study ability of one against two, but also consolidate and review the existing knowledge. We should raise the teaching efficiency greatly.

3.2. Pay attention to the combination of theory and Practice

In the course of teaching, we should pay attention to the problems existing in the actual work of the Army posts, and more close to the actual combat training, so that the students will be more interested in learning, and the learning effect will be better. For example, when talking about the filter screen in the fuel filler of the fuel tank, you can teach the trainees such a practical application example: some drivers have convenient fuel filling diagram, take off the filter screen, drop the rag in the fuel tank once, block the oil inlet pipe, and cause the engine to shut down. For another example, you can contact the army's long-distance mobile training to explain the common tire blowout faults, and make clear that the wheel armor equipment is prone to serious air leakage or tire blowout faults during long-distance driving in high temperature and dry weather, which will make the vehicle easily deviate from the normal driving path and lead to rollover, ditch dropping, collision and other safety accidents. You should pay attention to inspection and prevention.

3.3. Carry out layered teaching according to the differences of students

Layered teaching refers to that in the process of teaching, based on the deep understanding of each student, all students are divided into several grades and several learning groups according to the principles of learning basis, learning interest, acceptance ability and existing mastery degree, so that students of different levels can carry out layered training and layered operation; teachers carry out layered teaching, layered guidance and assessment, so as to make students of different levels

learn Through different requirements of teaching content, different teaching methods, on the basis of the original can achieve the best learning effect. For example, in the teaching of wheeled armored vehicle driving course, the instructor in our room divides the students into two levels. The first level is that the basic professional skills are relatively solid, the students have the initiative to study and study spirit, can pay attention to the application of learning, dare to innovate, and are good at expressing the students with certain organizational ability. The teachers should increase the ability training in teaching to train them "supernormal"; the second level is that the students have strong learning will and can bear hardships, but they are introverted and lack initiative For the students with weak ability of innovation and independent problem-solving, teachers should start with cultivating their self-confidence, strengthen intuitive teaching, pay attention to the teaching of single or single training content, and gradually improve with points; the second level is the students who are lack of innovation ability and are unable to study hard, and the teachers do not simply give up on them, and use the blood essence of "four soldiers" God encouraged them to use the vocational concept of "doing one line, refining one line" to educate them, and pay attention to their learning willingness and interest cultivation in teaching. Through layered teaching, the course has achieved good teaching results. The students with foundation can make achievements, and the students with poor foundation do not fall behind. It not only cultivates professional ability, but also develops a good style of hard study.

It has been proved by practice that the traditional teaching mode can rejuvenate the youth, play an important role in the teaching of the equipment courses of the sergeant vocational education, and get a better teaching effect through the reform, under the guidance of the education concept of close to the army and close to the actual combat, and integrating into the modern education theory.

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