

Analysis and Research on the Current Situation of Training Pre-selected Sergeant Personnel

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Abstract: With the rapid development of economy and technology, especially in recent years, the rapid development in the fields of cloud technology, open resources, big data, security and mobile has produced a large number of knowledge-intensive and skill-intensive jobs around the world. Industry, which places higher and higher demands on skilled talents. In the context of the new era, the cultivation of skilled talents in military academies cannot only rely on the accumulation of military combat experience or training in the workplace. As an important outlet for the export of talents, military academies should bear the corresponding responsibility for talent training. This article takes the pre-selected sergeant cadets of a certain major as the research object, analyzes the current training status of technical talents in military academies, conducts research from the aspects of professional course instructors, training plans, curriculum settings, etc., and puts forward relevant opinions and suggestions in a targeted manner.

Keywords: new era, pre-selection of sergeants, skilled talents, talent training, countermeasures

1 Introduction

The party's report pointed out that we must firmly follow the road of strengthening the country through talents, highlight the development of industrial talents, especially high-skilled talents, further improve the development environment for high-skilled talents, vigorously strengthen technical education and vocational training, and strive to cultivate a large-scale, complete category, high-quality workforces Excellent team of highly skilled talents[1]. The skilled talents cultivated by higher vocational undergraduate education are no longer "none" single-type talents. "Blind duplication of work" and "no personal development" can promote the cultivation of innovative talents in our country. The new era puts forward new requirements for skilled talents to adapt to the needs of my country's economic and social development and meet the requirements of new economic development based on new technologies, new models, and new industries. Talents must not only have solid professional skills, but also be innovative and entrepreneurial. Consciousness and craftsmanship are the development directions of professional undergraduate education in my country [2].

It is completely correct for higher vocational education to make great efforts to improve students' skills and meet the needs of social development [3]. As a key component of the national education system, higher vocational colleges shoulder the sacred mission of cultivating qualified

builders for socialism and need to implement the requirements of the Party Central Committee [4]. School-enterprise cooperation in running schools fully integrates "school education" and "enterprise employment". With the help of innovative education models, a "three-dimensional" education model has been comprehensively constructed and a large number of high-quality talents have been delivered. Although school-enterprise cooperation has been recognized by many people, there are still a series of problems such as imperfect teaching concepts, single educational resources, and limited teaching methods in promoting school-enterprise cooperation in higher vocational colleges. This makes school-enterprise cooperation in higher vocational colleges running a school faces many challenges. There is an urgent need for further thinking and innovation from educators.

With the deepening of the reform of the sergeant system in the new era, the sergeant team is growing stronger and stronger. They are assuming more and more important positions, shouldering more and more important responsibilities, and will play an increasingly obvious role in the war. This is also posing new challenges to their military quality, knowledge reserves, and job skills [5]. The pre-selection training for sergeants is the first step in the construction of the sergeant team, and its training quality has an important impact on the ability level of the entire sergeant team [6]. Pre-selected sergeant job training can effectively shorten the talent training cycle and improve talent training efficiency. However, judging from the training effects over the years, there are still some shortcomings. This article starts from aspects such as the characteristics of pre-selected sergeant trainees, the current status of on-the-job training in colleges and universities, and the army's evaluation of training quality, etc., analyzes the current situation and reasons for the pre-selected sergeant's job training, and puts forward relevant suggestions.

The content of the survey in this paper is summarized primarily through interactions with the participants and the instructors who taught the course.

2 Training status of pre-selected sergeant cadets

In recent years, the proportion of highly educated sergeants in preliminary selection has increased, and a considerable number of college soldiers have joined the army after graduating from college, but most of them have high school or technical secondary school education. Differences in students' cultural backgrounds determine their acceptance, and teacher differences pose greater challenges to teachers' teaching quality. In addition, students are exposed to equipment theory classes for the first time, and colleges and universities lack equipment and teaching aids, resulting in students' difficulty in understanding and some students' learning mood is low.

After three months of recruit training, the trainees directly enter pre-selected sergeant training. They do not understand the working environment of the army, the work content at the grassroots level, and what knowledge they need to use in future work. This leads to unclear goals in the learning process. Relying on teachers to teach is likely to inspire their rebellious psychology, and the learning philosophy that changes students from "I want to learn" to "I want to learn" is just a slogan.

3 Current status of on-the-job training in colleges and universities

3.1 Ignore the characteristics of vocational education

The training of pre-selected sergeants is a kind of vocational education. However, at present, colleges and universities generally pursue higher academic education and ignore the characteristics of vocational education. Measuring vocational education based on academic education standards deviates from the teaching goals of vocational education and even pursues the integrity of the education system. The practical goals of professional education have been ignored. In the teaching process, rigidly applying the means and methods of academic education to professional education will often be counterproductive.

3.2 Emphasis on theoretical teaching and light on practical teaching

On the one hand, university professors and troops have little practical experience and little experience in the use and operation of real equipment, and tend to focus more on theoretical teaching. However, students lack intuitive experience with the equipment, so there is more theoretical teaching and increased difficulty. For students. The understanding of the teaching content deviates from the practical teaching goals; on the other hand, due to the accelerated upgrading of equipment, there is a lack of new equipment required for practical teaching in colleges and universities, making it difficult to effectively carry out practical teaching [7].

3.3 The course schedule is unreasonable

Due to the short training time of pre-selected sergeants, they often pay too much attention to teaching time when organizing courses, and ignore the acceptance of students. For example, a course basically ends in 5 to 7 days, and the teaching time is about 5 hours a day, and students generally difficult to digest. The result of the knowledge learned is that the teaching completed the teaching tasks and did not achieve the expected teaching goals.

3.4 Lack of adaptability in professional settings

As a kind of applied education, vocational higher education itself aims to bring students closer to professional work, but it does not take into account the needs of society and the market in the degree definition process, thus losing the fundamental meaning of vocational education. Many higher vocational colleges copy the professional system of ordinary colleges and universities in terms of professional environment. The upper levels have no competitive advantage, and the lower levels cannot promote integration with professional education. Higher vocational colleges have lost their own characteristics and are unable to highlight their advantages in participating in social competition. The qualified talents they cultivate do not have good professional qualities.

3.5 The curriculum lacks professionalism and professionalism

Curriculum setting is an important factor in the formation of high-level talents, and it is also the focus of professional education construction [8]. However, in the current configuration of professional education courses in our country, the characteristics of professional education are not yet prominent, and theoretical courses are the focus of imitation by other education models, especially some traditional public courses and professional courses in universities. However,

compared with university education, the teaching staff of higher professional education itself is relatively weak. So theoretical courses also have the problem of insufficient professionalism.

4 Cause Analysis

4.1 Inaccurate understanding of student levels

Among the pre-selected sergeants, the mentality of choosing to join the army to serve the country is different: some are forced by family pressure, some are transitioning with the mentality of not having to study, and some are preparing to join the military academy. There is a lot of interest, and other research data suggests that there is no mental retardation problem among preselected sergeants. The main reasons for their unsatisfactory academic performance are that they are afraid of difficulties, have not developed good study habits, and have low active participation.

4.2 Training objectives are unclear

According to the sergeant training syllabus, pre-selected sergeants need to master the basic theoretical knowledge and basic operational skills of their profession. Therefore, the established training goals should be close to the troops, close to the battlefield, and extended to actual combat. However, there are some shortcomings in the provision of teaching content. On the one hand, practical training is far less than theoretical learning. Students spend more time in basic theoretical courses and less actual training time in this course, resulting in students being unable to master this course. The operation and use of basic professional equipment; on the other hand, in order to pursue the integrity of the education system, more non-professional courses are opened, forming a situation of "comprehensive ability" training, resulting in unclear professional characteristics of pre-selected sergeants.

4.3 Difficulties in ensuring actual operating conditions

The actual installation always prioritizes the needs of the force. There is a certain degree of backwardness in colleges and universities. The degree of restoration of the simulator is limited. The actual teaching effect needs to be improved. In addition, the distribution of teaching materials related to new equipment to schools also lags behind that of the military, resulting in slow updates of teaching content.

5 Research on countermeasures for pre-selecting sergeant personnel training issues

Short-term training for pre-selected sergeants is an important way to cultivate new professional military talents. The quality and effect of training determine whether trainees can meet job requirements after returning to the army. It is the choice most directly related to troop support and combat effectiveness. Training work has practical and important significance.

5.1 Increase the proportion of students majoring in majors

When recruiting short-term people, efforts should be made to recruit people with suitable majors or those who are about to take up the post. This can not only mobilize the enthusiasm of students, but also maximize the training efficiency and ensure the quality of training.

First, the shipping unit strictly controls the "sorting door". Sending units should select and recruit students in accordance with organizational processes and methods, and strengthen the primary selection of dispatched personnel; in the process, factors such as the staggered allocation of talents required for each major, talent reserves, etc. must be comprehensively weighed; third, colleges and universities must strictly control the "enrollment gate" and clarify relevant professional training requirements, strengthen admissions review, and enhance the value of training.

5.2 Optimize teaching course settings

In terms of curriculum setting, we must pursue the practicality of training effects, the practicality of the training process and the foresight of theoretical knowledge in order to maximize the quality and effect of training.

First, the "practicality" of the courses should be highlighted. The curriculum should match the positions and more courses needed by the positions should be offered. Secondly, the "practicality" of the course content should be highlighted. To highlight actual combat, we must closely follow the actual situation of the army, strengthen investigation and research, make dynamic adjustments, increase the proportion of practical courses, and improve command and management capabilities. Eliminating doubts and updating teaching content in a timely manner can not only keep abreast of hot and difficult issues in military training management and support, but also improve students' initiative in learning new things.

5.3 Innovative teaching practice model

Teaching and learning are two aspects of teaching, and innovative teaching models should also focus on these two aspects. The first is to highlight classroom interaction, make full use of students' own work experience, ask more questions, discuss more, and communicate more in class, and mobilize students' enthusiasm for work in class by sharing ideas, good practices, and good experiences; the second is to highlight the in-depth teaching and learning Combination, focusing on the combination of theoretical teaching and practical teaching, organically integrating theoretical knowledge into the teaching process of practical courses, relying on practice, explaining the theory step by step, and then using the theory to guide practice to increase the applicability of the theory; thirdly, in Highlight orientation in the teaching process. Usually, give students more steps in class, arrange tasks flexibly, let students form groups to study and discuss independently, guide students to actively think and solve problems, and improve students' practical problem-solving skills. .

5.4 Strengthen exchanges between military academies

Two-way communication and interaction between departments and troops not only help professors improve the pertinence and effectiveness of their teaching work, but also help both parties enhance understanding and improve the practicality of practical teaching [9].

The first is to encourage teachers to serve as substitute teachers at the grassroots level. On the one hand, teachers can learn excellent military style and improve professional skills and training capabilities; on the other hand, they can use their professional experience to provide technical training and theoretical guidance to officers and soldiers; teachers go to the base to give lectures, communicate with the troops remotely, and carry out organic equipment training for teachers and students.

5.5 Strengthen graduation tracking and inquiry effectiveness

The purpose of training is to strengthen graduation tracking and questioning, which is not only an important indicator to measure talent training, but also helps colleges and universities understand the work status of graduates and feedback from employers [10].

The first is to establish a solid system, and the party committee must pay more attention to it, establish and improve the top-down, follow-up institutional mechanism, and strictly implement it; the teacher evaluation indicator system has formed a good situation of full participation; the third is to unblock the channels for inquiry and effectiveness, Through on-site surveys, mailed questionnaires, online video discussions, regular invitations to graduate students to return to school for exchanges, etc., we can fully understand the actual situation of students after graduation. A variety of means can provide more detailed information and basis for formulating updated teaching plans and further improve the level and quality of teaching in colleges and universities.

5.6 Improve course design

Curriculum design is the core of undergraduate professional education. By improving curriculum design, adjusting professional education goals and promoting the realization of high-quality talent goals [11]. First of all, higher vocational colleges must do a good job in high-level design, and make comprehensive strategic assumptions about all aspects, levels, and elements of undergraduate vocational education from an overall perspective and systematically. Vocational education guides higher vocational colleges to formulate development plans and carry out curriculum projects under the guidance of development plans.

Curriculum design should be aimed at embodying the connotation of high-level design, so that the qualified talents trained can meet the needs of real development of society, and it should be a training center for high-quality qualified talents. Therefore, higher vocational colleges must always pay attention to changes in the social market, accurately grasp new technologies emerging in different industries, especially those related to the school's original courses, and integrate new changes into textbooks and teaching to ensure that classes are on time.

5.7 Accelerate resource construction

Accelerating the construction of resources for senior graduation involves three aspects: teaching resources, teacher resources and school resources. From the viewpoint of teaching resources, schools should be equipped with appropriate teaching equipment to facilitate teachers' teaching work. From the viewpoint of teachers' resources, professional colleges and universities should accelerate the construction of "dual-teacher" teachers, teachers as the main driving force for the formation of high-quality talents, occupying an important position in the cultivation of high-

quality talents [12]. From the point of view of school resources, schools should create an inclusive and open learning environment.

Undergraduate vocational education should broaden learning channels for talent cultivation and promote the transformation of low-skilled talents into high-quality talents. In this process, in addition to adapting to backward subjects, we should also seek to increase students' practical opportunities. Whether it is social practice or corporate practice, it is an effective way to promote the improvement of students' practical abilities. At the same time, we must pay attention to the two-way progress of theory and practice. On the basis of curriculum reform, professional and qualified corporate talents are attracted to campus, and rich professional practical experience is used as teaching materials to continuously improve students' industry awareness and promote skill improvement [13].

5.8 Promote teaching reform

Graduation from higher vocational education is a step forward for higher vocational education. Taking vocational education to a higher level is the only way for education reform in this process. Undergraduate major training requires adhering to the educational concept of moral education and people-oriented education, breaking the traditional teacher-centered education model, establishing the dominant position of students in the teaching process, taking improving students' skills as the training goal, adhering to talent cultivation and adhering to the "five educations simultaneously. The principle of cultivating people with morality and cultivating people with morality runs through the whole process of higher vocational postgraduate teaching. In this process, we must rely on modern educational concepts and use modern educational models to cultivate talents.

Undergraduate vocational education must adhere to a systematic and diversified talent training policy, build an education system with professional courses as the core, consolidate students' professional knowledge and skills, and focus on innovative talent training methods [14].

6 Conclusion

The relevant reform measures mentioned above have been communicated to the school personnel and recognized by the institution's personnel, and some of the countermeasures have been implemented in the teaching departments and faculties of academy.

The success or failure of pre-selected sergeant education has an important impact on the construction of the sergeant team. To do a good job in the job training of pre-selected sergeants, it is necessary to address the actual needs of the army and effectively solve the problem of what skills are needed for the position and what technologies are taught in colleges and universities. Only in this way can qualified talents be trained for troop building and combat needs. Only by always paying close attention to the combat effectiveness standard requirements for junior pre-selected sergeant positions and using the awareness of reform to guide various teaching-centered tasks can we fulfill the new stage and new mission and deliver outstanding talents to the army.

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