

Exploration and Innovation of the Training Model for Non-Military Postgraduates under the Background of Military-Civilian Integration

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Keywords: military-civilian integration, military academies, local postgraduates, training model

Abstract: Under continuous advancement of the military-civilian integration strategy, to fully respond to the national military-civilian integration strategy, military academies unprecedentedly admit local postgraduates. However, local postgraduates are very different from military postgraduates in terms of management mode, training objectives, and curriculum systems. This article analyzes the advantages and limitations of military academies in admitting and training local postgraduates, and raises suggestions for improving the local postgraduate training quality from curriculum system, management mode, employment channels, and social practices.

1. Introduction

Military-civilian integration is a way to rejuvenate the country and a strategy to strengthen the country. The task of higher education is to cultivate high-level talents with innovative spirit and practical ability. The essential requirement of postgraduate education in military academies is to train high-level military talents. Military academies, as the main battlefield for military education and scientific research, are mainly to deliver top-notch military personnel for national defense and army construction, thus playing an important role. In recent years, with the deepening of the military-civilian integration strategy, some military academies have gradually begun to admit local students. The training of local postgraduate in military academies is a new form of postgraduate education under the new situation. At present, the admission of local postgraduates in military academies is still in its infancy, and the relevant management and training systems are immature. This article analyzes the advantages and existing problems of military academies in admitting and training local postgraduates, and puts forward corresponding countermeasures. It is necessary to adhere to talent training and highlight integration, focus on improving the quality of postgraduate education, take innovative training mechanisms as breakthroughs, continuously deepen and expand the collaborative education model and path to form an intensive, efficient, complete and distinctive postgraduate training system.

1.1. Advantages of Military Academies in Admitting and Training Local Postgraduates

The comprehensive implementation of the talent training project through the national military-civilian integration development strategy has played a dual role in promoting the army construction and development as well as national social and economic development. The advantages compared with the training of postgraduates in local universities are mainly reflected in the following aspects:

(1) It gives full play to the unique advantages of military education resources and cultivates first-class scientific and technological talents for the country.

Military academies, especially military academic education colleges, have unique resource advantages in terms of talent intelligence, scientific research, and the intersection of military and technology, which are the leaders in knowledge innovation and technological innovation^[1]. Military academies have invested a lot of financial and material resources in the development of scientific research conditions. However, in recent years, the admission of national defense students has been suspended. Due to various factors, fresh graduates of military academies and army officers have low rate in participating in postgraduate entrance examinations. The source of postgraduates in military academies is relatively scarce, so some teaching resources in military academies are not fully utilized. Admission of non-military postgraduates can better strengthen the deep integration of national defense and social resources, achieve the cooperation and sharing of military and civilian resources, introduce new technical talents, open up new research fields, train high-tech combat technical talents and build talent system with certain military application background.

(2) The entry of non-military postgraduates has injected vitality into military academies.

Non-military postgraduates will be employed independently after graduation. Four years of local university life and a period of social work experience make them more open-minded and more active than military postgraduates^[2]. Due to the need for self-employment, they have clearer plans for the future and higher enthusiasm for learning. The joining of local non-military postgraduates has a positive impact on the construction of study style in military academies, and their open mind will also inject vitality into military academies.

(3) There is professional competitive advantage of non-military postgraduates.

Compared with local universities, military academies are prominently characterized by strict discipline and competent style. In the management practice, non-military postgraduates are dispatched to squads like military students to receive daily management under two chief officers. As a result, non-military postgraduates are affected by the competent style of the troops in a subtle way, thus consciously obeying orders and following the directions. During the epidemic, the military academies respond to the call of the party and the state, deciding that all faculty, staff, officers and students celebrate the new year locally. Faced with the reality that they cannot spend the Spring Festival with their loved ones, non-military postgraduates still obey unconditionally even though they are not wearing military uniforms. This not only deepens their family and national sentiments, but also becomes a very precious life experience for them. In the future career, no matter what difficulties and challenges are ahead, they will be able to take the overall situation into consideration and respond calmly.

2. Limitations in Training of Non-Military Postgraduates in Military Academies

2.1. Drawbacks of the Curriculum System and Management Model

As the students in military academies are mainly trained for basic-level military positions, the education of military academies' students includes both scientific and cultural education and military skills education^[3]. Although military academies admit non-military students, they still focus on the military needs in terms of discipline construction and personnel training. The project has a strong military background. Compared with local colleges and universities, key technologies

are disconnected with the civilian market, and they lack sufficient guidance and resources in terms of graduate employment. The training of local non-military students has a relatively short time, and the training program is relatively immature. For local non-military postgraduates, they need look for job opportunities in the market after graduation, while military academies currently lack courses that meet the needs of the social market^[4]. As a result, the curriculum system of non-military postgraduates is not compatible with the training objectives.

2.2. Low Degree of Freedom in Academic Exchange

Foreign exchange is an important way to broaden the horizons of postgraduates^[5]. The academic exchange mechanism is essentially a cultural phenomenon, which has an important influence on the formation and development of innovative culture. Local universities have relatively smooth channels for foreign exchanges, while military academies demand strict and complicated approval procedures for foreign exchanges due to their strong military and confidentiality requirements, leading to lack of openness and self-isolation of military academies, which limits the complementary exchanges of training resources with the outside world. There is a high degree of differentiation among various disciplines within military academies, and there is insufficient communication and exchanges between different laboratories and research groups.

2.3. Strong Atmosphere of Management Militarization

Military academies have formed a complete set of military student management system in their long-term management practices, but lack relevant management experience for non-military students. At present, the management of non-military postgraduates still habitually refers to the management methods of military postgraduates. Strict militarization management and cumbersome administrative affairs may waste the study time of non-military students, resulting in antipathy, which is unfavorable for the standardized construction of the non-military postgraduate team. Moreover, strict enforcement of orders and prohibitions and closed management will affect their character and creativity to a certain extent. Closed management will create barriers for non-military students to understand the society, and easily cause disconnection from the society after graduation.

2.4. Relatively Low Social Recognition

Military academies have a special mission of cultivating talents for the army, which determines their unique disciplines and majors. They lack courses compatible with social work. Accordingly, military academy graduates face big disadvantages in competition with local college graduates. Most military academies are not well-known in the local area, and some employers also question the academic qualifications of non-military students graduating from military academies when recruiting talents.

3. Thoughts on Improving the Training Quality of Non-Military Postgraduates in Military Academies

3.1. Create a New Curriculum System with Deep Integration

Military academies should consider the social-oriented employment of local non-military postgraduates, improve training programs in targeted manner, improve the curriculum system, and add courses that meet market requirements. In this regard, it is possible to strengthen cooperation with local universities and adopt a combination of online introduction of high-quality online courses

and offline lectures to broaden the horizons of local non-military postgraduates and improve their professional adaptability. It is necessary to closely integrate the frontiers of disciplines with military needs and economic development, closely integrate tutors' teaching and education with professional guidance ability, closely integrate curriculum teaching with equipment R&D, command and combat to create an talent education system that deeply integrates disciplines, curriculum teaching, tutor teams, practical links and value culture.

3.2. Strengthen Exchanges and Cooperation with Local Units

After graduation, non-military postgraduates need seek social employment. The relatively closed employment information is unconducive to students' employment. It is necessary for military academies to build a bridge reasonably connecting the students with local enterprises. During the school period, the tutors will have cooperative relations with local enterprises and research institutes in some projects. It is possible to refer to the successful practice of joint training of military postgraduates, strengthen cooperation with local research institutes and military industry enterprises from the school level, and send non-military postgraduates to cooperative units for joint training^[6-7]. Non-military postgraduates can determine the research topics based on their tutors and practical research in cooperative units, familiarize with the operation mode of local enterprises while guaranteeing smooth project research to accumulate experience for future work.

3.3. Expand Employment Channels

Considering the diversified types of postgraduates, there is an urgent need to provide multiple employment channels under the new situation. In recent years, registering for military civil service examinations has become a major choice for many outstanding college graduates. However, most civilian positions currently require graduates from "Project 211" and "Project 985" and "double first-class" colleges and universities. Although non-military postgraduates cannot meet the above conditions, their study and research life in military academies has given them a deeper understanding of the military's operating mode, and their research topics are closer to the military reality. Therefore, non-military postgraduates in military academies can be taken into consideration when recruiting civilian personnel, so as to expand the employment channels of non-military postgraduates^[8-10]. At the same time, it also increases the attractiveness of non-military postgraduates in military academies to a certain extent.

3.4. Perfect Management Model

In view of the characteristics of non-military postgraduates, it is possible to refer to the management model of local colleges and universities, promote the reform in the management model of non-military postgraduates, and provide a relaxed growth environment for non-military postgraduates. It is necessary to enhance the sense of service, take the initiative to do practical work for them, solve their problems, and enhance their sense of belonging and identity. At the same time, we should deepen the integration of curriculum and teaching, integrate local quality courses, fresh practice of army training, and enterprise production cases into the curriculum system, into teaching materials and lectures, and into teaching practice. Management should focus on stressing learning, promoting efficiency, and shaping the environment, so that the managed are emotionally willing to accept management.

3.5. Improve the Comprehensive Competitiveness of Military Academies

The academic qualification of non-military postgraduates is unfavorably viewed in social work, and the degree of social recognition of military academies is not high. In view of such problems, we must strengthen the disciplines of military academies, and strive to improve the education quality. At the same time, the propaganda work of military academies should be strengthened to increase comprehensive competitiveness of military academies. It is necessary to create a good atmosphere of study style, enhance learning motivation, pay attention to the exchange of ideas, and improve learning enthusiasm. We must give full play to the role of regular ideological education to educate, train, and shape people.

4. Conclusion

Admission of non-military postgraduates is a major practice of military academies in recent years to promote the strategy of military-civilian integration. This article analyzes the advantages of military academies in admitting non-military postgraduates, and discusses the limitations of military academies in cultivating non-military postgraduates based on the characteristics of military academies and the current reality. Finally, in view of the existing problems and drawbacks, suggestions are proposed to improve the training quality of non-military postgraduates in military academies.

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