

Research on the Construction of the Teaching Staff of NCO

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Abstract: Under the background of modern high-tech war, it is extremely urgent to vocational technical education of NCO aiming at combat. To a certain extent, the teachers who undertake the task of training NCO decide whether they can meet the job demand, whether they can solve the actual problems of the army and whether they can adapt to the urgent situation of war. Therefore, it is necessary to strengthen the construction of teachers in the training units of NCO. Based on the characteristics of vocational technical education of NCO, this paper makes an analysis of the practical problems existing in the teaching staff one by one, such as the education and teaching level of sergeant is not high enough, the inadequate policy, and the unreasonable structure. Finally, it puts forward some countermeasures to improve the construction of teachers staff.

1. Introduction

With the development of the new military reform, the status and function of the vocational and technical education of non commissioned officers are increasingly prominent^[1]. For the colleges and universities that undertake the training of non-governmental personnel, it is particularly important to do a good job in the vocational and technical education of non-governmental personnel, and the teachers are the backbone of the vocational and technical education of non-governmental personnel, whose construction level directly affects the training quality of non-governmental personnel. At present, the construction level of the teaching staff of the vocational and technical education of the non commissioned officers (referred to as "the teaching staff") is relatively low, mainly reflected in the following aspects: the teaching level of the non commissioned officers is not high enough, the policy and system of the teaching staff is not solid, and the structure and level of the teaching staff are unreasonable. Only by solving the above problems can we fundamentally improve the quality and efficiency of the training.

2. The characteristics of the vocational and technical education of the sergeant

The vocational and technical education of the sergeant is an important part of the "Trinity" talent training strategy, and its educational concept emphasizes the practical. The vocational and technical education of the sergeant is essentially a kind of ability based education, whose educational attribute is vocational education, aiming to cultivate the ability of the sergeant and emphasize the orientation of the post. Under the condition of practical operation, the vocational and technical education of non commissioned officers highlights the overall improvement of the post holding ability of non commissioned officers, mainly including group training ability, management ability and professional and technical ability. No matter what the professional level and training period are, the vocational and technical education of non commissioned officers should emphasize the educational concept of practical combat, that is, close to the army, close to the actual combat, starting from the actual work of non commissioned officers, and all based on the training of post holding ability. The results of the vocational and technical education for non commissioned officers should ensure that: first, what they learned is needed by the army, that is, the timeliness of skills

training; second, the knowledge and skills possessed by non commissioned officers can cope with the development and change of equipment technology, that is, the foresight of skills training; third, the ability of non commissioned officers to learn for life, that is, the generalization of skills training.

3. The current situation of the construction of teaching staff

The teaching staff is an important part of the teaching software of the sergeant education. However, in terms of the actual situation of the construction of the teaching staff, there is still a long way to go to meet the teaching task of the competent Sergeant education and the training goal of the sergeant talents. There is a great space to improve the teaching level of the sergeant education, the teacher policy system, the structure level and so on.

3.1 Teaching level is not high enough

The main purpose of sergeant education is still "teaching", and the prominent feature is the "post" background, which requires that teaching must be carried out in the environment and conditions similar to the actual post, that is, "consistency": teaching according to the post requirements, post work inspection according to the teaching, so as to integrate teaching and post. Due to the lack of deep understanding of the teaching of the non official education, some teachers have separated the relationship between the teaching and the post in the teaching practice and separated from the spiritual essence of the teaching of the non official education. First, the teaching concept does not fit closely with the vocational and technical education of non commissioned officers. The sergeant education has followed the original system of education for academic qualifications or for posts. Second, there is a gap between the teaching content and the actual position of the sergeant. From the human point of view, the theoretical teaching form is relatively simple and inflexible, which is not easy to be accepted. From the material point of view, the teaching content is not mainstream, not updated in time, and does not conform to the actual situation of the equipment. Third, teaching practice is separated from post environment and working conditions. The teaching hardware and facilities are not matched, or the positioning of the teaching content is not accurate in the teaching process, there is a phenomenon of reducing standards and requirements, and the teaching activities are not carried out according to the education of non commissioned officers.

3.2 Imperfect teacher policy system

The business training system is not solid. First, the amount of professional training is relatively small, especially in the new era of Vocational and technical education theory, teaching theory, pedagogy and psychology. Second, there are few opportunities for academic promotion, especially for teachers engaged in Vocational and technical education for non commissioned officers. Because they are facing students graduating from junior high school or senior high school, they are considered not to need too high academic qualifications to teach, so their comprehensive quality cannot be improved very well. Third, there is little understanding of the relevant majors and teaching situation of foreign military schools and local universities. Some advanced teaching concepts, methods, means, etc. are hard to see in the classroom of the vocational and technical education for non commissioned officers.

Unreasonable title evaluation system. After all, teaching and scientific research, as the necessary ability of teaching staff, can measure the professional quality and level to a certain extent. However, there are also some irrationalities in this system, such as: plagiarism of papers and academic fraud; false reporting of academic achievements, name registration and other dark box operations, etc. are rampant; to some extent, the backbone of teachers who are practical and dedicated and have less achievements are buried. This has seriously affected the fairness of professional title evaluation and polluted the harmonious environment of professional title evaluation.

Imperfect incentive mechanism. As the teacher of the sergeant education, it is easy to produce the group of job burnout^[2]. To overcome the job burnout, we need perfect incentive mechanism to mobilize the enthusiasm of teaching and research. However, the actual situation is that the incentive

mechanism is not perfect, which is mainly reflected in the following aspects: first, in the course of the adjustment and reform of colleges and universities, due to the lack of attraction of incentive policies, the brain drain is relatively serious; second, the research resources are unbalanced, resulting in less scientific research projects in a few colleges and universities and less opportunities for teachers to participate in scientific research; third, the understanding of teachers and their work by government departments is not deep enough, so it is difficult to eliminate the root causes job burnout.

3.3 Unreasonable structure of Teachers

From the perspective of geographical distribution, the characteristics of "clean and uniform" are quite prominent, mainly reflected in: in the same college, the teachers from the province where the college is located are mostly, while the teachers from other provinces are relatively few; in the same direction of teaching and research, the teachers graduated from the corresponding specialty of the college are mostly, while the teachers graduated from other colleges are less^[3]. This allocation of teachers is not conducive to innovative thinking, academic contention, and unity and cooperation. From the perspective of academic structure, the overall academic level of the teaching staff is on the rise, but it is also faced with unavoidable problems: some teachers have low academic qualifications and are unable to meet the needs; due to the influence of the employment experience and other factors, the space for teachers with higher academic qualifications to progress is limited; the difference of academic structure makes it difficult to play the greatest advantage in the cooperation of teaching and scientific research. In terms of ability and quality, there are few professional leaders who are able to play an independent role, and the supply of old experts and professors who can support young teachers is in short supply. There are obviously insufficient teachers with "double teacher" ability and quality^[4].

4. Countermeasures for the construction of teaching staff

4.1 Improve teaching level

First of all, we should comprehensively improve teachers' theoretical literacy in education. Through regular education theory guidance, coordination of the training of local teachers in colleges and universities, as well as the organization of faculty exchanges and visits. Second, in the context of the education and teaching of non commissioned officers, it is necessary to focus on improving the theoretical literacy of non commissioned officer education and teaching of teachers, so as to better serve the cultivation of "top-notch" non commissioned officer talents. Third, improve the teaching ability of teachers. Learn more about teaching methods, teaching skills and teaching experience; see more about how peers teach and how students respond; practice more about teaching design, teaching organization and teaching reflection; ask more about what students need and what troops need.

4.2 Supporting policies and regulations

First, optimize the title evaluation system. We should take into account those teachers who are dedicated to teaching and have less scientific research achievements; we should fundamentally put an end to academic corruption, so that there is no place to hide such bad habits as counterfeiting, false reporting, and naming. Second, improve the business training system. The whole staff must complete the training task according to the time node and training specification; the training content must highlight the pertinence, timeliness and practicability of the teaching post, which is helpful to guide the teaching practice of the teachers; the training time must fully guarantee that the teachers can fully absorb the knowledge points, and the best can complete the transformation from theoretical knowledge to practical teaching. Third, strengthen the incentive system. At present, the certificates for teachers' corresponding professional titles are not fully matched with the certificates for teaching assistants and lecturers; the recognition mechanism for excellent teachers has been gradually formed, but there is still room for improvement; the due sense of honor for teachers is

given, and the ceremony of respecting teachers and teaching is held on the holiday of the great festival to fully affirm the status of teachers.

4.3 Optimize team structure

First of all, scientific allocation of teachers. We should try our best to avoid the "one color" situation, that is, to ensure the regional diversity of teachers' sources and the diversity of academic structure. Second, both qualification and ability. We must deal with the replacement of the old and the new, the structural fault, the loss of the backbone and other issues, and take into account the qualifications and ability quality, so as to make a scientific choice of "staying, retiring and leaving" of personnel. Third, encourage the promotion of academic qualifications and improve the level of academic qualifications. Teachers at the front line of teaching must improve their academic qualifications in time, and promote the development of sergeant education with a better and dynamic learning structure. Fourth, try to select the qualified non-government personnel to serve as teachers. Because the non commissioned officers know more about the first-line situation, it is easier to achieve targeted teaching and improve the quality of teaching.

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