

Cohesion and Alliance to Promote the High-quality Development of Targeted Trained Sergeant Personnel

Liguo Tan^a, Weifeng Che

School of Noncommissioned Officers, Army Academy of Armoured Forces, Changchun, Jilin, China

^a763267139@qq.com

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Abstract: Targeted training of sergeants is an important source of professional and technical sergeants in our army. It has great practical significance for improving the structure of sergeants, improving the quality of sergeants, and building a professional talent echelon. Based on the systematic analysis of the current situation of directional training of sergeant personnel, this paper puts forward countermeasures and suggestions from the aspects of building a solid ideological foundation, improving professional quality, unifying the use of military and local co-education resources, and improving the talent evaluation system.

1. Introduction

In April 2022, the Central Military Commission issued the "Interim Regulations for Sergeants", "Interim Regulations for Conscripted Soldiers" and related supporting regulations. It is of great significance to speed up the forging of high-quality professional soldiers. At present, after completing 2.5 years of basic academic education in local colleges and universities for targeted training, sergeants enter the army sergeant academy or other training units for 0.5 years of training. After passing the graduation examination, they will be awarded a college degree and assigned to the army to work as sergeants. As an important way of military-civilian alliance training, the targeted training of sergeants is related to the optimization of the talent structure of grass-roots troops and the improvement of the quality of sergeants.

2. Current situation analysis

Targeted training is an important source of our army's professional and technical sergeants. The ideological quality, military quality, and professional ability directly affect the quality of national defense modernization. Continuously solving the comprehensive contradictions that restrict the improvement of the personnel training is the key to ensuring the combat effectiveness of the service troops.

2.1. Dedicating to national defense, but lack of military professionalism

Targeted training of sergeants is to recruit students who are willing to join the army from ordinary high school graduates. They have not yet formed a solid sense of professional soldiers during their studies at school. During the "0.5-year" internship stage of military academies, sergeants are trained to complete a half-year enlistment practice, and after join the army, they will directly position themselves as sergeants. The transformation from a local youth to a qualified soldier has not yet been fully realized. There are still slack and deviations in their thought, and a gap between their political awareness, ideological awareness, style of daring to take responsibility, and spirit of sweating and sweating compared to professional soldiers. Targeted training sergeants do not have enough understanding on rooting at the grass-root level during school, and it is difficult for them to adapt to high-intensity and fast-paced training, work and life after they are assigned to the army and an instinctive sense of rejection to training environment is easily developed among them.

2.2. Aware of military status, but lack of career planning

Some targeted trained sergeants are not aware enough of military career choices, lack of certain basic professional cognitive abilities and military professional awareness. They regard military service as a transitional period of life, and are lack of long-term career planning. Most of the non-commissioned targeted trained sergeants can realize the importance of military career planning during their studies, but because they don't have a clear grasp of the actual work of the military positions, they are "dark in both eyes" to obtain relevant information. According to the calculation results of the "future development column" of the targeted sergeant survey questionnaire by our school in the past three years, 27% of the targeted trained sergeants have no confidence in their future development in the army, and do not want to continue to stay in the army after their service period. This shows that the targeted trained sergeants lack confidence in the career development of soldiers, and are not familiar with and understand the supporting policies and systems of human resources for sergeants. They are easily disturbed and influenced by external factors.

2.3. Have good learning ability, but the professional technical level is not perfect

At present, the majors set up by local colleges and universities are not fully in line with the military post majors. During the targeted training period, sergeants only conduct professional basic education and training, but are lack of equipment and field resources to link to actual activity and comprehensive practice that are close to the needs of military posts. As a result, a gap is formed between the professional technical level of the students and the company's expectation of being able to get started in the short term, becoming a backbone in the medium term, and being a "professional technical expert" in the future. Targeted trained sergeants enter the army post, quickly put into the daily busy work and training, and their enthusiasm for actively training the skills are not high, which make their professional technical level far from the actual requirements of the army. There are also some targeted trained sergeants who, after signing the agreement, do not have the pressure to become sergeants within a certain period, they relax the requirements on themselves. Some of the targeted trained sergeants are assigned to positions that are quite different from their own majors in school, which leads to ideological decline and professional abandonment over time.

2.4. Desire for self-improvement, but lack in military quality

Targeted trained sergeants are new forces of professional and technical sergeants in the army, and military quality is the foundation. During the study period in local colleges and universities, some cadets who were trained as sergeants were not clear about the purpose of training, and they are resistant to the boring and arduous training, which lead to lazy training, lazy thinking, and fear of hardship. In particular, the overall environment of modern families is good. Most of the targeted trained sergeants are the only child in their family, and they have not yet adapted to the role transition from local students to paramilitary. There are still phenomena such as laxity, selfishness, and arrogance in doing things, and the situation of "waiting, slowing, and relying" on participating in military physical training. In addition, the training time for targeted trained sergeants in military academies is relatively short, and most of them are in support positions after being assigned to the army. Therefore, their physical foundations are relatively weak. Judging from the feedback from the army, there are relatively few top-notch personnel who have participated in the company's five-kilometer armed cross-country training in targeted trained sergeants after entering the army, and the overall situation is that they "pass the test but not pursue excellence"; they are barely able to reach the pass level or above, the excellent rate is low.

3. Countermeasures

Strengthening the training of sergeant personnel under the conditions of military-civilian alliance is an urgent need to comprehensively improve the quality of sergeant personnel construction and effectively fulfill new historical missions, and it is also a general trend to adapt to new military reforms and the socialization of military education ^[1]. Both the military and the local government

should take standardization construction as a breakthrough to guide the development of vocational education, deepen the alliance of production and education, the military-civilian alliance, and the combination of education and training, improve the diversified school-running pattern, and promote the quality and efficiency of joint education.

3.1. Build a solid ideological foundation and temper military literacy

Targeted trained sergeants are para-military during school, their ideological, political, military and other qualities should be measured according to the standards of in-duty soldiers. At school, it is necessary to refer to the management model of military academies to establish a simulated battalion and company system, cultivate a civilized and noble character through the practice of school rules and regulations, and strengthen the style of obeying orders through the implementation of regulations. "By regularly studying both party and military history and by engaging in consistent discussions about roles and missions, we aim to address ideological challenges. These include tendencies like becoming complacent in a relaxed environment, possessing motivation without resilience, and prioritizing personal gains over sacrifice and dedication, especially within the educational context of colleges and universities. The goal is to instill in soldiers the spirit of resilience, a collective sense of honor, and selfless dedication. We must leverage the 'red resources' available within the military and local garrisons, intensifying belief education in the army. Opportunities such as new student orientations and the Ching Ming Festival are optimal moments to organize foot marches to martyrs' cemeteries, honoring revolutionary martyrs and reaffirming commitments to the League and the Party. This reinforces the dual identity of students as both learners and paramilitary personnel. It's essential to balance academic learning and practical training. We promote this by intertwining curriculum structures, embedding military and political theory in teachings, standardizing daily training routines, and avoiding an undue emphasis on either literature or military subjects. In doing so, we ensure both learning and training are enhanced and yield mutual benefits."

3.2. Consolidate the professional foundation and practice strong professional skills

At present, our army's weapons and equipment are rapidly developing from mechanization to informatization. The professional and technical capabilities of military sergeants can hardly meet the needs of our military's strategic transformation and equipment informatization upgrades. Therefore, "high-tech skilled personnel" is the core goal of sergeant training. Under the background of the military-civilian alliance strategy, relying on national education to cultivate military talents and realize the maximum sharing of educational resources is the current trend of military education reform and development. The joint training of the military and local parties should adhere to the professional standards and the docking of sergeant positions, constantly broaden the channels of communication and cooperation, and jointly carry out practical activities such as "vocational education activity week" and "golden wrench" every year to strengthen overall cooperation, so that students can experience the benefits of military academies in advance. A constructive atmosphere enhances the sense of mission and honor of serving the country, makes the cadets focus on the high standards of sergeant talents. Focusing on the high standards of sergeant personnel needs, on the basis of imparting professional theoretical knowledge to students, our colleges and universities should focus on practical skills training to promote the development of professional skills and quality of sergeant students; hire experts from the army and military enterprises to set up practical training plans with colleges and universities, jointly implement practical training and teaching, and teach sergeant cadets hands-on professional skills. Encourage the targeted trained sergeant cadets to actively obtain various types of vocational skill level certificates during their studies at school while obtaining academic certificates, to improve their post-holding skills and lay a foundation for the career development of sergeants.

3.3. Co-construction and collaborative education to enhance identity

The joint training colleges and universities of both the military and the local government should hold an annual conference on targeted trained sergeants. The military academies shall actively

communicate with the troops to understand the use and development of the targeted trained sergeants. Orientate the career planning guidance for the training of sergeant students and clarify the phased training goals. In the first academic year, local colleges and universities shall invite teachers from the army to give special lectures on the future development trend of our army, point out the basic direction for the career development of sergeant cadets. In the second academic year, heroes and models are invited to give theme speeches at the school to stimulate the blood and passion of the sergeant cadets, form emotional identity, and then sublimate to ideological identity and professional identity. In the third academic year, military academies will contact former sergeant cadets, using vacation time to share experience and exchange discussions, to provide consultation and reference for sergeant cadets to go to professional positions and carry out professional practice.

3.4. Deepen joint research and alliance, improve the evaluation system

Military academies with military and local higher vocational colleges jointly research and formulate talent training programs, and promptly include the urgently needed technologies, training methods, and technological means required by the troops into teaching standards and teaching content, and strengthen the effect of trainees' practical training^[2]. Relying on the military and local colleges and universities to establish a group of high-level vocational education training bases that share resources and integrate practical teaching, social training, and simulated troop equipment. The local colleges and universities jointly recruited and trained by military academies, select experts and professors to set up an evaluation team for the quality of targeted training of sergeants, and set up a military-local alliance evaluation office to improve vocational education supervision and evaluation methods. Establish regular supervision and evaluation and special supervision and evaluation systems for vocational education of targeted trained sergeant, and implement supervision reports, public announcements, interviews, deadlines for rectification, rewards and punishments, etc. The competent departments of the military and local colleges and universities should carefully listen to the supervision and evaluation reports, timely adjust the strategies and means of targeted training of sergeants, and improve the teaching quality of targeted trained sergeants.

3.5. Cultivate humanistic quality and improve comprehensive quality

Starting from the long-term development goals of military personnel, humanistic quality is an important quality that should be possessed by targeted trained sergeants under new situation. The academies of the military and civilian should actively join force to set up humanities-related courses in the setting of teaching subjects and strengthen the targeted training of military cadets in literature, history and other aspects of knowledge accumulation. "Proactively establishing a platform that allows sergeants and cadets increased chances for hands-on training and exercises. By initiating a systematic approach, we aim to have specifically trained sergeants take turns in leadership roles, thereby enhancing their managerial skills, communication prowess, and adaptability in learning. Furthermore, by orchestrating unique military cultural events, we not only amplify the cultural resonance within the military camps but also encourage our targeted sergeant cadets to engage in activities like national flag ceremonies, orderly drills, military orchestras, and diverse interest groups. This not only enriches their extracurricular experiences but also fosters their holistic development, showcasing the true caliber of our sergeant cadets."

References

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