

## **Analysis on the Approach of Cultivating Oral Expression Ability of NCO(Non-Commissioned Officer) Academy Teacher**

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**Keywords:** NCO academy; oral expression; approach

**Abstract:** Concerning the training of the oral expression ability of the teacher in the NCO academies, we must raise the understanding of the importance of the oral expression ability of the teacher, compact the foundation of teacher's oral expression ability, and facilitate the improvement of teacher's oral expression ability in a conscious and initiative way and encourage the teacher to steel and temper their oral expression ability in practice.

The NCO academies should deepen the reform of NCO teaching and implement the goal of "Able to Fight and Win the Battle". It is urgent to improve the teaching ability of the teacher. Oral expression ability is an essential part of the teaching ability of the teacher. It is of practical significance to explore the cultivation of the oral expression ability of the teacher in the NCO academy specific to the subsistent problems.

### **1 Aiming at the Passiveness of Ideological Concepts, Raising the Teacher's Awareness about the Importance of Cultivation of Oral Expression Ability**

In the actual classroom teaching process, the students are not satisfied with the teaching effect of several classrooms, largely because of the problems existing in our teachers' oral expression ability. Some teacher's oral expressions are like cooking dumplings in a teapot ----- they can't express freely, they can't share their knowledge with the students despite of full of learning. Some of the teacher's oral expressions are dull and boring, causing the students attending the class become absent-minded. They either read irrelevant books, or whispered and talked happily with each other, or become sleepy and bend over their desk sleeping. Some teachers are not aware of their own problems. Instead, they blame the students for their poor learning ability and receptivity.

The cultivation of oral expression ability is an arduous process, and it is absolutely not one day's work. Some teachers are negative and passive about this. Some new teachers feel that they will be satisfied as long as they finish every lesson without any careless mistake because they have newly stepped onto the podium. Some experienced old teachers believe that their class-teachings have been recognized by experts and professors, so it is difficult for them to seek a breakthrough and what they have to do is to maintain the status quo. In fact, due to the particularity of the teacher's "tongue-plowing" job, the cultivation and training of oral expression ability should be the basic task that goes throughout the entire career of the teacher. There is always room for every teacher's oral expression ability to improve, only that the room varies with every teacher.

Comrade Mao Zedong said: "The language is not something that can be learned casually. It is hardly possible to learn it without making pains-taking efforts." The art of eloquence of the teacher is the same as any other art. Although it is dependent on talent, it is mainly the crystallization of experience and sweat. The ancient people stressed that "it takes twiddling several broken beards to choose one single right character" and "it takes 3 years to create two verses, and one's face will be tear-spangled when reciting the verses." Such spirit of tempering written language can also apply to the teacher's pursuit and practice of the art of eloquence.

The special-class teacher Yu Qi from Shanghai said: "one should be tenacious to lay the groundwork of basic training, and seek survival from death. For example, my original teaching language is not standardized, firstly, I have a pet phrase of 'Nu', and secondly, I abuse the word 'but'. The student's witty remark shocks me, thus I am determined to improve the quality of the teaching language." [1] She wrote down the words to be said in the class into a detailed teaching plan, and

then modified it, deleting the words, phrases and sentences that are dispensable, changing the illogical part, modifying the non-standardized spoken language by using a relatively standardized written language. Then recite it and colloquialize it.

After teaching, she wrote down the post-teaching insight and experience, making critical remarks about her teaching, trying to look for faults and shortcomings. Even a special-class teacher is so strict with herself, the vast majority of average teachers should even take more efforts to break through themselves, forge ahead, and strive for excellence. It is necessary to be good at using the student's feedback as a mirror for self-examination, leak filling, and improvement, be self-serious to constantly improve one's own oral expression skills, so as to make the classroom lively and interesting, and full of wit and humor, make the students be fond of listening, speaking and exchanging, make them feel like lingering around the classroom, having their hearts filled with expectations, and yearning day and night.

## **2 Strengthen Sustainable Educational Training, and Lay a Solid Foundation for Teachers' Oral Expression Ability**

The cultivation of the teacher's oral expression ability requires both a continuous practice of the individual and a powerful educational training at the academy. It is understood that the "Teacher's Oral Expression Lesson" is a course generally offered by local normal colleges and universities and is designed to cultivate the professional oral ability of normal specialty students. Most of the teacher members of the NCO academy are from the local comprehensive universities and rarely have the opportunity to receive training in oral expression ability. Therefore, NCO academies should strengthen the effective educational training, and lay a solid foundation for teachers' oral expression ability. In the preparation of the annual education development program, the training of oral expression ability should be included in the training needs.

Local higher vocational colleges have always placed the construction of teaching staff at the forefront of development, and they gradually built a perfect teaching staff cultivation system by implementing a series of documents such as the "Measures for the Identification and Management of Dual-Professional Degree Teachers" and the "Interim Measures for the Cultivation of Teaching Ability of New Teachers", forming a four-level progressive cultivating mode that transforms a full-time teacher from trainee teacher into new teacher, backbone teacher and top teacher and achieving a prominent effect, which may be used for reference by our NCO academies.

In the process of educational training, we must pay attention to stress the characteristics of the subject, and meanwhile also pay attention to stress the characteristics of the students, so as to cut out garments to fit the body, so that the teacher of each subject can be allowed to possess the oral expression ability that is required by the subject. It is not expected that each training be "a hodgepodge" or "a potful cooking", because in that case, the time spent by the teachers will not be proportional to the final outcome. Generally speaking, we can offer a lecture targeting a large number of students. Specially speaking, we should conduct class-division teaching according to the characteristics of the subject.

As for the educational training of teachers who teach cultural elementary course and political theory course, in addition to emphasizing that teaching oral expression should meet the general requirements of teaching oral expression, we should also raise several special requirements in response to the subject characteristics and teaching goals of cultural elementary course and political theory course: the first one is detailed and visualized, the second one is lively and vivid, and the third one emotionally profuse.

Professional courses and professional basic courses are courses about the professional knowledge and skills, they are characterized by objectivity, logicity and practicality. With regard to the teachers who teach professional courses and professional basic courses, in addition to emphasizing their teaching oral expression should meet the general requirements of average teaching oral expression, we should also pay attention to raise several special requirements: firstly, accuracy and stringency, secondly, coherent and systemic, and thirdly, plain and understandable.

In the subjects of military physical stamina and other training skills, the widespread use of prescriptive statements is a primary feature. Prescriptive oral expression needs the teacher to guide the students in a positive and imperative tone. The expression should be concise and accurate, and the teacher's voice should be loud and powerful.

When guiding the teaching experiment and practice, the teacher should explain the purposes and requirements of the teaching experiment and practice in an accurate and concise expression. The course of explaining the teaching experiment and practice should be well-organized and coherent. In the process of demonstrating operation, it is necessary to use explicit and emphatic language to grasp and clarify the key points and difficulties. The teacher shall explain and demonstrate simultaneously, the explanation content should be coordinated and unified with the operation procedures.

### **3 Establish a Strong and Effective Institutional Mechanism to Promote the Conscious and Active Improvement of Oral Expression Ability of Teachers**

Every teacher member wants to have an oral expression ability that deserves loud shouts of applause, but sometimes they lack a method or approach to make it. In this regard, the NCO academies can establish a strong and effective institutional mechanism to promote a conscious and active improvement of teachers.

The first one is the institutional mechanism for the trial lecture. The new teacher trial lecture is an institutional mechanism that runs through many NCO academies for many years. It is intended to examine the teaching level of new teachers and encourage their rapid growth in a short term. Through this process, the new teacher can transfer from a draft reciter to a draft-free lecturer, from a blunt lecturer to a natural and fluid expresser. The chief lecturer qualification authentication trial lecture is also a practice followed by many NCO academies for many years. Its purpose is to check and examine whether the teacher has the ability to teach a course. From an experienced teacher who teach a new course, one can gain a deeper understanding of the curriculum, and deepen the understanding of the curriculum, and constantly polish one's oral expression ability in the course of lesson preparation.

The second one is the institutional mechanism of the lecture-supervision. Only when the teachers meticulously prepare for each lesson can they deal with each unexpected supervision. Experts and professors can quickly discover problems and make suggestions with their rich knowledge and experience. There is no lack of problems and suggestions on the level of oral expression ability. Department and division leaders can examine the teacher's understanding and application of new knowledge in advanced military thinking, troop dynamics, military leading edge, etc. from the macroscopic perspective, and can give some macroscopic and comprehensive advices and suggestions on the level of leaders. At the same time, they are able to point out the shortcomings in the oral expression from a viewpoint of lecture supervisor. The lecture supervision among the colleagues in the teaching and research section can be on the same standpoint, sympathetic, choosing and following what is right, and conducive to improving the deficiency.

The third one is the institutional mechanism of writing summary regularly. The institutional mechanism of summary is particularly suitable for in-service teachers. The teacher is expected to cultivate a habit of "Looking Back" each time he/she finishes a class, a unit, or a semester lesson, or a phase of work[2]. The teacher should summarize the gains and losses and discover the law from the perspective of the use of linguistic art. The application of this method necessitate the instructor to become a reflective thinker with a spirit of never being self-contented and self-transcendence. If combined with the feedback information about the teaching oral expression from the lecture supervisor and the feedback from the students about the teaching oral expression before, during and after the class, such institutional mechanism will be better.

The fourth one is the institutional mechanism for collective preparation of lesson. When preparing for lesson collectively, the chief speaker should elaborate on the design ideas of a certain lesson and raise confusions on the basis of carefully studying the talent training program and curriculum teaching program, having a thorough grasp of the textbooks, learning condition, and

analyzing the teaching and learning method, all of which amounts to a presentation of teaching plan.

It can undoubtedly exercise one's logical thinking ability and oral expression ability. During a gathered discussion, the entire course team will participate, and each airs his own views, give advice, and talk about ideas. In this process, each teacher can deeply and thoroughly explore what should be taught and how to teach in each step of each class, how the transitional and summarizing expressions should be organized? How the comment will hit the bull's eye? This process will be greatly beneficial to the tempering of the teacher's oral expression ability.

The fifth one is the institutional mechanism of pairing the new and old teachers together as learning partners. The pairing of old and new teachers is an important form of cooperation between teachers and is an effective way to promote the growth of new teachers. Practice has shown that the old teachers are usually calm and peaceful and have a full articulation, funny and humorous like floating clouds and flowing water when teaching a lesson with the fluency and comfort in place. New teachers are likely to be scrupulous, serious and dignified, fast-paced with an acceptable fluency and average comfort. However, the new teachers are active thinkers, and keep up with the trend. The information they convey is likely to be on the same frequency as the focus of interest of the students. This is what the old teachers can learn from.

The Sixth one is the institutional mechanism for teachers to listen to and comment on each other's lecture. Before entering the classroom to listen to the lecture, the listener must ask the lecturer about what will be taught in advance, and borrow a textbook to preview the key points and difficulties. At the same time, the listener should imagine that how he will teach the lesson if he is the teacher, so that he can compare what is actually taught and how it is taught during the listening. After listening to the class, the listener and the teacher should learn from each other [3]. First of all, the teacher should conduct a self-evaluation and conduct a comprehensive comment on the lesson he taught, including the application of oral expression.

In addition to making a comment on the determination of teaching objectives, the grasp and breakthrough of teaching key points and difficulties, the design of teaching ideas, the teaching and learning method as well as the cooperation between teachers and students, and the cooperation between students and students, the listener must be honest to inform the opposite party about the gains and losses found in the use of teaching oral expression, including the use of teaching expression, transitional expression, comment, summarizing expression and gesture language.

Besides, demonstration lesson and model lesson are also effective institutional mechanisms. The demonstration lesson and model lesson represent the highest level of each teacher's teaching, and the oral expression will also be relatively free. In the process of mutual view and emulation, everyone can adopt other's good points and avoid his shortcomings, and make progress together in mutual learning.

#### **4 Organize Various forms of Contest Activities to Encourage the Teachers to Forge and Exercise their Oral Expression Ability in Practice**

Teaching contest activity is a superior opportunity for the teachers to improve their oral expressive ability. It is a platform on which the basic skills of young teachers can be developed. Whether it is a theoretical course or a practical course, it is beyond doubt that, the wonderful teaching contents need to be displayed through the communication by teaching oral expression. This process needs to be taught in Mandarin. The oral expression should be standard and fluent, the teacher's voice should be loud and clear, and the teaching should be appealing. It can be said that the teaching contest involves a comprehensive examination of the teacher's teaching oral expression.

Driven by the contest activities, the teachers must devote themselves to earnestly studying and seeking breakthroughs, and achieve a qualitative leap in the process of repeated polishing for the preparation. On the one hand, these contest activities enable a batch of young teachers to grow up rapidly, and quickly improve their oral expressive ability and become the backbone teachers; on the other hand, these contest activities can provide the excellent teachers from all academies with a

platform to display their exquisite oral expression ability. Even the teachers who view and emulate can be enlightened a lot.

It should be noted here that the contest activities should not be limited to the teaching ability contest that is held once a year, and they should be diverse in form. The teaching plan presentation contest, the micro-class contest, the classroom teaching ability contest, the speech contest and other contests can all achieve a good result in promoting progress by contests.

Teaching plan presentation is a means for teaching and teaching research reform, and it is a kind of teaching and research activity for teachers to introduce the teaching ideas and theoretical basis of the courses they teach in the face of associates or experts. Normally, the teaching-plan presentation is the courseware plus the draft, coupled with the natural and decent narration and introduction by the teacher. In the process of teaching-plan presentation contest, the teacher taking part in the contest usually have to present the condition of textbooks, teaching methods, teaching objectives, teaching key points and difficulties, and the teaching process. The process must be eloquent and convincing, concise and comprehensive, attractive, fascinating and pleasant to ears.

The classroom teaching ability contest can fully shape the oral expression structure of the participating teachers, and can offer a wonderful audio-visual feast to the experts and professors and the teachers who view and emulate. Each teacher should consider his or her own strong points, be it focusing on the enrichment of teaching content, or on the application and operation level of multimedia courseware, or on the cultivation of ability of students and teaching effect, or on classroom atmosphere and teacher-student interaction. No matter which aspect the participating teacher focuses on, they will eventually have to present it by oral expression.

The participating teachers must overcome the tense mental state, have a rich and colorful teaching expression, be full of passion, strengthen the control over the classroom, and pay attention to the interaction with the students. In the process of preparing for the class teaching, the young teachers may take turns to conduct trial lecture in the course group, the teaching and research section and the division or department and constantly exercise and polish their own oral expression ability and grow up quickly in a short time.

Giving a speech is an art of language expression, and it is an oral expression ability that is relatively advanced, perfect and aesthetically valuable. Once listening to the speech of the new US President Barack Obama, no one would forget his passionate and intelligent speech. The strongly inciting pronunciation and intonation shock the listener's eardrum and attract their eyes, and impact their hearts. If the teacher can also absorb the essence of delivering speech, the classroom could be an attractive garden full of rose fragrance [4].

If the school can host clear-themed speech contest in virtue of a variety of festivals, commemorations or major events, it will undoubtedly encourage the teachers to strive for the highest level of oral expression in the preparation for contest and in the contest, and it is conducive to stimulating the teachers to apply the passion of the speech and the expressive ability to classroom teaching and to enhance the classroom receptive effect on the students.

## 5 Conclusion

Oral expression ability is an important part of the teacher's teaching ability. The oral expression ability to the majority of teachers is the eye to shooting, and the guns to soldiers, and it is a required tool and condition in order for the performance of the tenet of "Preaching, Teaching and Disabusing" in educational business.

The training of the oral expression ability of the NCO academy teachers should be formally diverse, the measures should be carried out simultaneously, and none of the support of subjective initiative and objective condition is dispensable.

## References

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