The Application of Action-oriented Teaching in Military Vocational Course Teaching

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Abstract: In this article, the author extends action-oriented teaching to the entire course of non-commissioned officers' post courses based on a profound understanding of the connotation of action-oriented teaching, and proposes curriculum design on the basis of the tasks of non-commissioned officers. Furthermore, the author finds that learning is the main part in the action-oriented teaching, as well as needs are based on integration. The specific applications of building an integrated professional classroom with comprehensive functions are formed, and put forward the problems to be overcome in the implementation of action-oriented teaching.

1. Introduction

Military vocational courses are the carriers for military colleges to carry out in-service education. Creating high-quality skilled talents is the training goal of vocational and technical education for non-commissioned officers. The non-commissioned officer's equipment post courses are important courses for cultivating the students ’ability to master the equipment’s proficiency in operation, maintenance and repair, and the ability to eliminate faults during the use of equipment. How to use advanced education and teaching concepts, explore classroom teaching methods suitable for equipment-based post courses, and improve the post-ability of non-commissioned officers are the issues that teachers should seriously consider during the course of teaching.

2. The Connotation of Action-oriented Teaching

Action-oriented teaching refers to the creation of a teaching and learning mode in which teaching and learning, instructors and students interact equally, and is more conducive to student participation in the entire teaching process, guiding students to carry out in hands-on practice in corresponding professional situations Learn independently, then master knowledge and skills, and constantly build your own experience, knowledge and ability system. Action-oriented teaching is not a new type of educational theory, nor a specific teaching method, but a teaching principle. It is a methodology for answering the question of "how to effectively organize teaching". Instructors are required to create a practical learning environment and atmosphere for simulation work, with students as the center and tasks as the carrier, to organize and guide students to use both hands and brain in the actions to complete specific tasks, to combine teaching, doing, and learning, and to acquire knowledge and abilities by themselves. The basic principle of action-oriented teaching is "action-oriented", students learn to "action" and learn through "action".

Action-oriented teaching is a vocational education teaching model in which action or work tasks are the main direction. Its essence is a structural paradigm of integrated theory and practice teaching. It does not emphasize the systematic system of knowledge, and attaches importance to "cases" and "solving practical problems".

The training goal of non-commissioned vocational and technical education is to create high-quality skilled talents. It is aimed at obtaining direct work experience, emphasizing the integration of practice and theory, based on the premise of job requirements and applications, through training in the construction of knowledge and skills the ability of the student. Therefore, the action-oriented teaching model is a teaching model suitable for vocational and technical education

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of non-commissioned officers.

3. Implement Action-oriented Teaching in the Course of Non-commissioned Officers

The action-oriented teaching method mainly solves the problems of "how to do" and "how to do better". According to the characteristics of the students and the content of the teaching, the instructors can design the students to participate autonomously, consciously, and purposefully in the teaching process. The students acquire corresponding professional abilities through "learning knowledge", and enable the students to "learn to learn" and acquire the ability to work in a certain way, so that the comprehensive ability of the trainees can be effectively improved.

3.1 Conduct Curriculum Design Based on Job Tasks of Non-commissioned Officers

For non-commissioned officers of vocational and technical education, their job tasks and job objectives are relatively determined. Therefore, the job post courses for non-commissioned officers should aim at cultivating the students' job application skills and focus on the specific work of the job positions corresponding to the major. Tasks, select and organize course content, and build a course system. The non-commissioned officer post courses should be launched according to the completion process of specific work tasks, with the work tasks as the main line, and the work content should be processed into a convenient course teaching content. The course content is designed according to the actual job task content, that is, the task is the carrier. The purpose of the course is to let the students complete the power supply guarantee task, improve the relevance of the course content, and also increase the attractiveness to the students. The selection and design of tasks must be closely focused on the goal of teaching training, and should aim at the demand for skill literacy of the trainee's job position, with the goal of generating the trainee's job capability. For example, the goal of the training of professional personnel for aircraft carrier take-off and landing support and command at the joint training triage level is to train compound talents who meet the requirements of carrier take-off and landing support, technical support, and equipment management. As one content system. Therefore, the selection of tasks in such courses should meet the training objectives of the students, focusing on the use and maintenance of equipment as the main entry point.

The course unit design should focus on the key points and difficulties of the knowledge content of this course, and select and design the task cases that can meet the requirements of the course teaching guidance. The problem to be solved by the task cases is also the key points and difficulties of the course knowledge content. When selecting and designing tasks, we must proceed from the training of troops and the actual combat, not only to meet the needs of the students after graduation, but also to fully consider the students' existing cultural knowledge, cognitive abilities, and characteristics of interest. The principle of step-by-step, step by step, realizes the organic unity of theory and practice, and fully reflects the needs of students of different training levels. The task of selection and design should focus on the teaching of penetration methods. As the saying goes, "Teach it to fish, not to teach it to fish." Only after the students have mastered the task solution can they be bypassed by analogy, flexibly change, broaden their thinking, and produce as much knowledge as possible. Therefore, the task design should leave room for the students to play freely, respect and encourage the students 'innovative spirit; they should adapt to the needs of the students' future positions, highlight their ability to serve, and take into account the development of their jobs.

3.2 Conduct action-oriented Teaching Based on Learning

Action-oriented teaching emphasizes the cultivation and improvement of abilities through students ’own actions. Under the guidance of this teaching concept, the instructor must first change the role, from the traditional knowledge teacher who leads the teaching to the promoter, encourager, supporter and coordinator of learning action. Abandon the traditional "injection" teaching method, stimulate students' interest in learning, at the same time refine the teaching content, and help students complete the learning process through teaching methods such as demonstration, inspiration, troubleshooting, and application. For the study of pure theoretical knowledge, especially the

knowledge of circuit principles, for non-commissioned professional technical students, due to the lack of understanding of the position and the accumulation of job task problems, it is difficult to mobilize the students' enthusiasm and interest in learning this part of the knowledge. Adopting the action-oriented teaching method, the instructors will distribute the content to the students in advance. After the students understand the content of the class in advance, the instructors compare the actual installation, where are the specific installation positions on the equipment, what role do they play, when do they work, when do they work What is the state and what problems are prone to occur? The instructor guides in time during this process, and contacts the failure phenomena that often occur in the work position, inspires the students to analyze and judge, improve the students' ability to understand the circuit, and let the students complete without knowing it. The learning of principle knowledge makes the students '"fear of difficulty" of principle knowledge disappear invisible, which greatly enhances the students' enthusiasm and interest in learning.

As much as possible, take students' interests as the starting point for organizing teaching, and create opportunities for students to be exposed to new topics and questions to continuously develop their original interests.

Focusing on the selected tasks to train students' abilities, design the "capability training process". The whole training process should take students as the main body and choose action-oriented teaching methods, mainly including task teaching methods, project teaching methods, project-based guidance Cultural teaching method, case teaching method, role-playing method, experiment method, modern four-stage teaching method, etc., do a good job in teaching process design to achieve the integration of skills and knowledge, integration of teaching, learning and doing, and integrate professional ability and method ability , Social abilities and personal abilities are integrated into the students' "practice training process".

Students are required to participate in the design, implementation, and evaluation of the teaching process from the beginning, prompting students to take the initiative in learning activities, that is, not under the unified arrangement of teaching, all students complete multiple learning tasks in the same order and steps, making the same Types of artifacts, but emphasizing students' self-directed learning, with independent planning, independent implementation and independent evaluation, that is, self-regulating actions as a method, and interactive cooperative actions between teachers, students and students as methods to emphasize learning middle school students The self-constructed course of action is a learning process, allowing students to make progress in the process of completing work activities individually or in collaboration.

Teachers play the role of organizers and consultants by "helping students walk" instead of "leading students", allowing students to sweat in the classroom and teachers to sweat after class.

3.3 Build an Integrated Professional Classroom with Comprehensive Functions Based on the Integration of Physical and Practical Requirements

The most basic condition for implementing action-oriented teaching is to build a multi-functional integrated professional classroom according to the requirements of theoretical integration. The integrated professional classroom can not only meet the needs of theoretical teaching, but also conduct experimental verification and equipment operation. Taking the course of "Equipment Construction Course" as an example, in the past, the organization and implementation of this course was divided into two parts: classroom and laboratory. In the classroom, PPT and blackboard writing were used to explain theoretical knowledge. Part of the content is completely independent, and it is impossible to achieve the organic integration of theoretical teaching and practical teaching. The use of integrated professional classrooms for teaching can change this situation, and professional classrooms play an environment similar to real work scenes. When learning the structure, combine the PPT explanation to learn the content that is really difficult to understand. In the course of integrated teaching of theoretical implementation, students need to touch their hands, think about their brains, and observe with their eyes. After a process, they are familiar with the structure of the equipment and established a perceptual understanding of the structure. , Has also greatly improved the equipment practical ability. Once the equipment fails, students can quickly identify the faulty

location and quickly troubleshoot, greatly improving the efficiency of equipment maintenance.

On the basis of the survey report on the demand of the computer training professional training base, the construction team analyzed the functional requirements of the integration of physical and practical teaching to the integrated classroom of physical and practical. Classroom construction principles, formulating a practical and integrated classroom construction plan.

In order to facilitate the implementation of the teaching of integration of theory and practice, the classroom of integration of theory and practice is divided into the following areas: theoretical teaching area, group discussion area, demonstration area, data query area, practical operation area, etc.

- Theory teaching area. The traditional classroom function, the area where teachers teach knowledge or students state work plans and display personal work results, are equipped with tables and chairs, computers, electronic whiteboards (replacement blackboards), etc.
- Group discussion area. The area for students to discuss can be arranged in a circle or relatively separated. Students sit around to discuss the plan to get a plan, and teachers can also participate in the students ’discussions and provide guidance.

According to the size of the venue, the theoretical teaching area and the group discussion area can be combined into one.

- Demo area. The area where teachers operate demonstrations and students report performances is equipped with corresponding workbenches and equipment according to the function of the project.
- Practice area. In areas where students complete their work tasks independently, there must be corresponding training equipment in each job position. For expensive equipment and less commonly used equipment can be placed separately for everyone to use together. According to the size of the venue, the demonstration area and the actual operation area can be combined into one.
- Information inquiry area. There should be a computer linked to the network, and the area is also equipped with related reference books.

4. Overcome Problems in the Implementation of Action-oriented Teaching

"Complete action" and comprehensive professional ability must be cultivated by each teaching, which requires action-oriented teaching. Two basic principles of action-oriented learning: learning for action in real situations, and learning by learning actions in situations. Its basic characteristics are: students are the main body of action in learning, aiming at the ability to act in the real professional context, taking the course of action in the learning context based on the professional context as the means, independently planning, implementing and evaluating independently Self-regulated action is a method, which is based on the interactive cooperative action between teachers and students and students, and the action process that emphasizes the self-construction of students in learning is the learning process, which is formed after the integration of professional ability, method ability, social ability, and personal ability. Action ability is the evaluation standard.

Each class must have clear teaching goals, especially ability goals, and must select a carrier to train students' ability-learning tasks. Focusing on the selected tasks to train students' abilities, design the "capability training process". The whole training process should take students as the main body and choose action-oriented teaching methods, mainly including task teaching methods, project teaching methods, project-based guidance Cultural teaching method, case teaching method, role-playing method, situational teaching method, experimental method, modern four-stage teaching method, etc., do a good job in teaching process design to achieve the integration of skills and knowledge, teaching, learning and doing integration Ability, method ability, social ability, and personal ability are integrated in the students' ability training process.

5. Conclusion

As a new model of curriculum teaching reform, action-oriented teaching, there are still many

problems in the system of dynamic combination curriculum that need further research and exploration. During the implementation, there are not sufficient supporting construction and guarantee conditions. It is possible to return the original teaching mode consciously or unconsciously. Besides, there is the dilemma of "not coming in theory, not training". All of these requires that each instructor have to correctly treat this situation that will occur for a long time. It is necessary comprehend the "string" of the change of concept, implement strict management regulations in teaching, form a long-term mechanism, continue to adhere to the research and development of the teaching model of the non-commissioned officers' post courses, and constantly dig out new connotation of the word to make it play a greater role in teaching practice.

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