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Reflections on Improving the Ability of Civilian Teachers in Military Academies

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Abstract: With the continuous deepening of reform in military academies, more and more ambitious individuals have joined military academies through civilian recruitment exams to become civilian instructors. Civilian instructors have become an indispensable part of the construction of military academies. Due to their special professional identity attributes, coupled with the lack of understanding of the military, work habits, and weak teaching foundation of civilian personnel recruited from the society, their ability improvement is relatively slow. The current situation of civilian teachers is unclear in their own positioning, the team is young and inexperienced, and the training system is incomplete. They still lack a lot of experience in training, leading, speaking, and competitions. This article analyzes from three aspects: changing identity, learning and helping, and practicing through competition, actively adapting to the environment, grasping the first 3-5 years, and achieving rapid improvement in abilities.

Keywords: Civilian instructor ability improvemen, Identity transformation, Competition as a substitute for training.

1. Introduction

In December 2022, the newly issued "Regulations on Civilian Personnel of the People's Liberation Army of China" (hereinafter referred to as the "Regulations") clarified the recruitment, training, assessment, appointment, communication, and other aspects of civilian personnel. With the promulgation of new regulations and the popularity of civilian recruitment exams, as well as the increase in the staffing of civilian personnel positions, the job layout is also widely distributed. Civilian instructors have become an important force in promoting the healthy development of military academies [1]. However, due to the special identity attributes of military academies, their responsibility is to cultivate talents with comprehensive abilities to fight and win battles for the army. Many experienced civilian instructors have high educational qualifications and certain experience, and not only engage in teaching, but also hold leadership positions, contributing to the construction of the military academy faculty team. However, the civilian teachers recruited from the society have long study and work hours in the local area, lack military literacy, and are not adapted to the military environment [2]. It is crucial to ensure that newly hired young teachers avoid taking too many detours, accurately identify their own positioning, and enhance their sense of professional happiness and achievement.

2. Quickly Change Identity and Solidify the Foundation of Job Responsibilities

Firstly, enhance your sense of identity and clarify that you are a member of the military. The addition of civilian personnel to military academies is equivalent to injecting fresh blood and adjusting the overall quality of the teaching staff. Civilian teachers should have a high sense of professional respect, identification, and acquisition during their growth process [3]. In terms of its identity and uniqueness, it is necessary to dress consistently, have a military posture, and implement military management like active duty soldiers. Secondly, strengthen the awareness of overall responsibility and strengthen professional knowledge learning. Civilian instructors do not have a sufficient understanding of the specialized knowledge of the military, making it difficult to manage the classroom calmly, and cannot effectively combine their learning with military teaching. So there is an urgent need to fill in the gaps, take the initiative in fulfilling and taking on responsibilities, and transform from being ignorant to being knowledgeable and knowledgeable. In this process, we deepen our understanding of the word 'teacher' by repeatedly honing our ability to speak and try to speak, identifying problems in the preparation process, studying talent development plans and curriculum teaching plans, and taking this as a foundation to deeply tap into our own potential. We know how to cultivate people and for whom to cultivate them, and achieve the goal of being thoughtful, studious, and entertaining.

Strengthen military and political literacy, and establish a strong sense of discipline. Civilian instructors should cultivate an orderly and orderly work style in their daily work, and when cooperating with active duty officer instructors, they should comply with relevant regulations of superiors and subordinates, and respect and follow rules and regulations accordingly. Develop corresponding training plans based on one's own conditions, and strive to achieve good results in the annual physical fitness assessment. In addition, we should firmly establish the overall concept of building a strong military, and adhere to the career of our teachers to contribute our youthful strength to modern national defense construction, in order to inspire ourselves to not forget our original aspiration and move forward bravely.

3. Dual Drive of Training Agency and Self-learning, Assisted by Mentors

At present, the regulations specify that the training system is divided into initial training, promotion training, and job training, with varying lengths of training, usually around one month. The training format mainly focuses on theoretical indoctrination, lacking appropriate theme activities,

discussion and exchange of roles. In addition, the corresponding training at each stage may be influenced by various factors such as venue equipment, online and offline, resulting in a significant discount to the training effectiveness. We need to broaden our horizons, scientifically develop training plans, hire renowned experts and scholars to give lectures to civilian instructors, and interact with them to make the training more meaningful.

Based on the current situation of civilian personnel work, we will gradually summarize our experience and explore a substitute system that is in line with the growth of civilian instructors, so that they can study and teach for war, truly understand the needs of modern military battlefields, and cultivate what kind of talents for this purpose. The purpose of acting as a substitute is to go out and conduct more research and learning in frontline troops, universities, local universities, enterprises and institutions. Therefore, it is necessary to provide a high-quality job training platform, through professional training and observation such as job substitution, going abroad, and attending academic forums, to set different training plans for each teacher, and teach according to their aptitude, so that the training effect can be quantified. And establish a lightweight assessment mechanism for training and job substitution, to reduce the assessment of the results of training and job substitution, so as to reduce pressure and complete systematic summary. It can be comprehensively evaluated from aspects such as training proxy reports and moral and talent performance [4]. Use this score as a reference for future promotion, awards, and evaluations, so that the training agency can truly focus on practical results and strictly prevent it from becoming a mere formality.

Mentoring is an important path for teachers to grow rapidly. The teaching and research department has arranged "mentors" for each newly hired teacher, but often this process of old mentoring is ignored or has little effect. The new teacher has just joined and is not very familiar with colleagues. In addition, the task of the vocational supervisor is busy, so the mentoring process is skipped. In fact, the entire mentoring process can last for the entire career, with different growth tasks at each stage. However, the most important thing is the initial stage of laying the foundation, which requires an experienced, patient, and exemplary mentor. Provide comprehensive guidance from multiple perspectives in various aspects such as following classes, lecturing, trial lectures, courseware production, lesson planning, teaching design, and participating in competitions, adding a strong boost to the growth of new teachers.

4. Actively Participate in Competitions and Promote the Use of Competitions as A Substitute for Practice

In order to enable new teachers to truly stand on the podium for teaching, a series of competitions have been set up from the country to universities, such as basic skills competition, high-quality courses, teaching stars, university teaching innovation competition, provincial university youth education competition, national university youth education competition, and so on. The significance of these competitions is to make young teachers stand out, so it is crucial to win the first place among numerous competitions and achieve the goal of using competitions as a substitute for practice, and promoting competition [5]. Participating in the competition should not be blind, and one should choose the competition based on their own characteristics. The process of preparing for competitions and honing lectures is the process of growth, as well as the process of familiarizing oneself with how to achieve perfection in teaching design.

Participating in the competition also reflects team spirit. The new teacher has a relatively young teaching experience, and the entire teaching team needs to tailor a lesson for them in order to enable them to win the competition with one go. Throughout the entire process of preparation, topic selection, polishing, competition, and reflection, the team's strength was integrated into every step. The results obtained after each competition are gratifying, and new teachers should constantly actively participate in the competition to challenge themselves, hone themselves, and conquer themselves.

5. Conclusion

With the profound reform of military academies in the new era, civilian teachers are also an important member of the reform wave. And civilian instructors undertake important teaching and research tasks in military academies. Although the training of military instructors is still in the exploratory stage, how to quickly improve their job qualifications still needs to be combined with the actual situation of our army, the development status of the institutions themselves, and the mature experience of domestic and foreign military and local colleges and universities, to build a scientific, sustained, and high-quality education system. This article combines the author's personal growth experience and the development status of military school teachers in recent years, and proposes three starting points for improving their abilities. It provides some reflections and references for the development of the gradually growing civilian teaching staff.

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