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Reflections on Improving Teaching Quality from the Perspective of the Essential Characteristics of Military Training Classroom Teaching

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Abstract: Military academies are a key hub for grassroots troops to transport talents, focusing on training and fighting. Military academy instructors shoulder the important mission of cultivating talents for strengthening and revitalizing the military, continuously deepening the level of practical teaching, and striving to improve the quality of military classroom teaching. The military training classroom aims at combat effectiveness as the sole criterion, accurately grasping the essential characteristics of military training classroom teaching, understanding the essence and inherent laws of military training classroom teaching, thinking about ways to improve teaching quality, and thus achieving the goal of improving the quality of military training classroom teaching.

Keywords: Military Training, Classroom Teaching, Essential Features, Teaching Quality.

1. Introduction

Focusing on the idea of training as a war and teaching as a war, fully implementing the strategy of strengthening the military through talent, comprehensively deepening the reform and innovation of military academies, strengthening the construction of disciplines and majors, focusing on the requirements of strengthening the military, adhering to combat effectiveness standards, strengthening the construction of teaching systems with curriculum and textbooks as the focus, and strengthening the integration of scientific research and teaching in academies and schools. Military academy instructors take this as their functional mission to deepen the level of practical teaching, and the improvement of practical level cannot be separated from military training classroom teaching. Military training classroom teaching aims at combat effectiveness as the sole criterion. Compared with other disciplines, it is not simply a theoretical explanation, but guides practice on the basis of theory. Teachers need to have a deep theoretical foundation and rich practical experience, be able to pinpoint the problems that exist in the training process of students and guide them to make effective improvements in areas such as easy mistakes and correction methods. Classroom teaching is one of the main battlefields for talent cultivation, and the quality of classroom teaching is an important guarantee for improving the quality of talent cultivation[1]. Military training classrooms are also an indispensable link in generating combat effectiveness. The reflection on improving teaching quality under the essential characteristics of quasi military training classroom teaching is of great practical significance.

2. The Essential Characteristics of Military Training Classroom Teaching

(1) The Meaning of the Essential Characteristics of Military Training Classroom Teaching. To understand the essential characteristics of military training classroom teaching, it is first necessary to clarify the meaning of these essential characteristics. Essence is the fundamental attribute inherent in things, which determines their nature, appearance, and development[2]. The essence of things is hidden and expressed through phenomena, and cannot be understood through simple intuition. It is necessary to grasp the essence through phenomena[3]. Military training courses are a disciplinary system that cultivates students through training. Compared with other cognitive subjects, their operational attributes are stronger. Cognitive subjects can generally master cognitive knowledge through thinking, while military training courses cannot master movements solely through thinking and must be mastered during the training process. And general motor skills go through a process of differentiation, generalization, and automation, which reflects the fundamental feature of physical exercise as the main means. The core of military training classroom teaching is that motor skills can only be mastered in specific practical activities. So the most fundamental difference between it and other disciplines is that as a discipline, it has a stronger operational attribute of knowledge. Teachers need to have strong operational skills and a certain theoretical foundation in order to effectively explain and demonstrate. Even if students know more about military training knowledge and do not participate in classroom practice, they cannot master military training skills. In summary, operability is the essential characteristic that distinguishes military training classroom teaching from other course teaching.

(2) The scope of military training classroom teaching and the challenges it faces . From the perspective of teaching significance, military training classroom teaching, like Chinese and mathematics, belongs to the category of teaching. However, military training contains two layers of meaning: the first level belongs to the training subject, similar to physical education courses, but it does not belong to the nature of physical education and has military attributes; On the second level, military training belongs to military curriculum subjects but is not equivalent to military curriculum subjects. Military curriculum subjects obviously cannot be supported solely by military training courses. And military training courses also include many training courses.

Why is it difficult for students to achieve a qualitative improvement in their military skills while ensuring the amount of class hours? The root cause lies not only in the differences in learning methods between ideological and political courses, English courses, and military training courses, but also in the fact that students spend most of their spare time on knowledge related courses such as ideological and political courses, English courses, and so on, while spending very little time practicing military training skills. Our Chinese, mathematics, English, and other subjects have been systematically trained and learned since primary and secondary school, while our military training courses can only be considered as phased training and periodic arrangements. Therefore, it can be understood that students are proficient in various subjects, but not proficient in them. This also largely explains why military training courses have been repeatedly reformed, but the dilemma of students mastering one or two military skills remains unresolved.

3. The Main Problems in Current Military Training Classroom Teaching

(1) Teachers have varying abilities and their teaching experience follows tradition. Teachers go to the podium. Military academies have strict three-level trial teaching systems, which require certain teaching abilities of teachers. Only those who meet the requirements can go to the podium. Grinding a class is easy, but teaching a whole course well is full of challenges. Especially for young teachers, they may have just graduated and stepped onto the podium for the first time. Even if they have deep knowledge and teaching experience, there will still be a significant gap compared to older teachers. Although older teachers have rich teaching experience, their teaching methods tend to follow tradition and lack innovative methods, which can lead to fixed thinking patterns and hinder the formation of divergent thinking among students. They are difficult to cope with various unexpected situations. If not internalized as one's own knowledge, it is difficult to apply what is learned. It seems that students have mastered knowledge and skills in the classroom, but they may forget before graduation, and it is easy for them to become dissatisfied with the local environment when entering the workplace. So, the main problem with current military training classroom teaching is that teachers have varying levels of teaching ability and continue to use traditional teaching experience.

(2) The design of learning and practice methods is rigid, and the classroom atmosphere lacks vitality. In military training classroom teaching, the design of learning and practice methods is very important. The same knowledge and skills may be explained by different instructors, and the learning effect may vary greatly. A good design of learning and practice methods can stimulate the interest of students, improve the classroom atmosphere, and enhance the quality and efficiency of classroom teaching. On the contrary, rigid learning and practice methods can dampen the enthusiasm of students for learning and make it difficult to stimulate their subjective initiative. Moreover, with rigid learning and practice methods, the classroom atmosphere can be quite dull, and teachers need to repeatedly make demands in order for students to actively cooperate. Research has shown that active classroom interaction and a relaxed and enjoyable classroom atmosphere can fully stimulate students' learning enthusiasm[4]. Therefore, improving the learning and training methods and activating the classroom atmosphere are practical problems faced by military training classrooms.

(3) Low efficiency in classroom teaching delivery and insufficient communication between teachers and students. The key to military training classroom is the mastery of military skills. The traditional way of learning and training is to organize exercises after explaining and demonstrating, and correct and guide during the exercise process. This training method itself is not a problem, but for a 45 minute class, the process of assembling, practicing, explaining, and practicing in groups will consume a lot of time. If the formation is not carried out, there will be no order and it will not meet the characteristics and requirements of military classrooms. Teachers need to pass on all the planned content to students within the specified time and require them to master it. Following the traditional model of explaining and demonstrating before organizing exercises not only reduces the efficiency of classroom teaching, but also puts a lot of pressure on students to learn. In order for students to master the movements as soon as possible, teachers often focus their attention and energy on explaining and demonstrating, neglecting communication and feedback with students. Insufficient communication between teachers and students can also affect the improvement of classroom teaching quality.

(4) Satisfying the completion of teaching tasks without focusing on the long-term development of students. The ultimate focus of military training classroom teaching is on the generation of combat effectiveness, and the standard of combat effectiveness lies in the ability of students to fulfill their duties and responsibilities after entering the workplace. Military academy instructors often face time constraints and heavy tasks, only satisfied with completing classroom teaching tasks without considering the long-term development of students. In the long-term development of students, interpersonal relationships and social collaboration skills are very important qualities. Classroom teaching and training not only need to master knowledge and skills, but also focus on long-term development and consciously cultivate various abilities. The operational characteristics of military training classrooms have outstanding advantages in cultivating people's interpersonal communication and social collaboration abilities, but military school instructors rarely see this and focus more on imparting knowledge and skills. Focusing on the long-term development of students and cultivating their interpersonal relationships and social collaboration abilities has profound implications for improving the quality of military training classroom teaching.

4. Reflections on Improving Teaching Quality from the Perspective of the Essential Characteristics of Military Training Classroom Teaching.

(1) Improve the teaching ability and quality of instructors to ensure the quality of military training classroom teaching. The essential characteristics of the operational attributes of military training classroom teaching determine that the improvement of the abilities of military academy instructors not only requires efforts in teaching methods, but also continuous improvement of practical operational abilities. The improvement of teacher's ability is not only the improvement of professional quality, but also the improvement of theoretical foundation and educational

teaching methods. Only with a dual approach can students understand its nature and why. If the instructor's operational ability is not good, even if the theory is explained deeply, the students may still have a vague understanding. If the operational ability is strong, the students can still engage in imitation practice. Therefore, improving the abilities of instructors, especially in terms of operational skills, is a prerequisite for ensuring the quality of military training classroom teaching.

(2) Design innovative learning and training methods to stimulate the vitality of military training classrooms. The main difference between military training classroom teaching and other classroom forms is its practicality, and the practicality of military training classroom teaching is not only based on simple operations of technical movements, but also emphasizes the artistic quality of operations. If teaching is carried out entirely according to the methods of textbooks, without designing and arranging according to the actual environment and the actual conditions of students, although it also reflects the characteristics of operability, students will feel bored and bored, and their interest in learning will be greatly reduced, not to mention the efficiency of learning. Therefore, for a truly high-quality class, the instructor must optimize the technical actions, that is, design teaching around the teaching content of a certain project. For example, obstacle running, if only trained repeatedly according to conventional methods, the student's interest in learning will quickly disappear. But if some fresh elements can be added, such as competitions or equipment, the students' interest in learning and practicing will immediately increase. For example, in some footwork training, if only simple direction and route guidance is provided, students may not realize the importance of footwork training. However, if we design some real-life scenarios, we can use some footwork movements to easily avoid enemy attacks and effectively defend and counterattack. Students will have an epiphany, knowing the purpose of this action and how to apply it in practical situations. Further inspire their thinking on how to flexibly adapt to different sports modes. Not only can it motivate students, but they will also have a sense of gain and achievement when learning and practicing. The core of designing learning and practice methods is based on the operability of knowledge, innovating in organizational and exercise forms, thereby improving the learning interest and training effectiveness of students, and ensuring the quality of teaching.

(3) Form a refined teaching and practice mode, strengthen communication and interaction with students. The practicality of military training classroom teaching is based on physical exercise as a carrier, and military training courses can only gradually master sports skills through continuous movement. The training method adopted by most instructors is to concentrate on explaining and demonstrating, then conduct separate training, then gather for error correction, and then continue training separately. The biggest problem with this teaching method is that there are too many pauses, ignoring the activity of military training classroom behavior and the continuity of physical exercise. A class lasts 45 minutes, and apart from preparation and organizing activities, the actual practice time is only about half an hour. Gather and disperse the whole team to explain and correct mistakes, and there is very little time to truly practice. If a game keeps interrupting, can this game still be watched? So teachers should give students as much time as possible to practice. In addition, the spatial position between instructors and trainees in military training classrooms constantly changes with the training location, and the positional relationship and communication form between instructors and trainees are also constantly changing. If the teacher only teaches blindly without interactive communication with the students, it is also difficult to receive effective feedback on the mastery of knowledge and skills. How teachers can accurately communicate with students and enhance the effectiveness of communication has a significant effect on improving the training enthusiasm of students. Therefore, the teaching mode of intensive teaching and multi practice, as well as the classroom interaction and communication between teachers and students, are the breakthrough points for improving the quality of military training classroom teaching. Teachers should grasp and study it well.

(4) Focusing on the long-term development of students, cultivating interpersonal communication and social collaboration skills. The organizational form of indoor teaching is relatively fixed, and there is relatively little interaction between teachers and students. However, in military training classrooms, the organizational form of teaching is complex, and interpersonal communication during the teaching and training process shows a multilateral characteristic. The military training classroom teaching has organizational forms such as two person training, group training, collective or individual assignments, which require different teaching tasks to be completed at different time points. While students continue to engage in training activities, they are also constantly changing their roles and experiencing different interpersonal relationships. Studies have shown that interpersonal communication and social collaboration skills have a profound impact on the meaning of human life [5-6]. Military training classes are conducive to cultivating students' interpersonal communication skills and social cooperation relationships, improving their social adaptability, and playing a very important role and significance for future job positions. Therefore, focusing on the long-term development of students and vigorously cultivating their interpersonal communication and social cooperation abilities also has an important impact on improving the quality of military training classroom teaching.

5. Conclusion

The main feature of military training classroom teaching is the operability of the knowledge system. To do a good job in military training classroom teaching and improve the quality of military training classroom teaching, the prerequisite is to firmly grasp the essential feature of operability. The core of operability is movement, and the prerequisite for operation is to be able to operate. In addition, on the basis of being able to operate, one must also be able to teach, which is to teach students the operational knowledge they know, so that they can grasp the essentials of movements in a timely manner. Therefore, the knowledge taught and the ability to operate are essential knowledge and abilities in military training education. The improvement of teaching quality in military training classrooms cannot be achieved without having instructors teach their strengths and students learn what they love.

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