

Application of Mixed Teaching in Military Academy Curriculum

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Abstract: In this paper, the mixed teaching is applied to the teaching of military academy curriculum. We firstly discussed the necessity and principle of carrying out the mixed teaching in the military academy curriculum, and then analyzed how to design and implement the mixed teaching. The research shows that carrying out mixed teaching in military academies is a key step to explore the training mode of excellent students to adapt to the army. It needs to be close to the needs of the army, and give full play to the role of students as the main body, teachers as the leader, and schools as a strategic unit.

Keywords: Mixed teaching; Military academies; Online and offline; First class military talents.

1. Introduction

In recent years, the mixed teaching mode has been widely used in the local ordinary colleges and universities, and has been highly praised by the majority of teachers and students. However, military academies have their special attributes, their cultivation purpose, teaching style, management requirements and other aspects are different from ordinary colleges and universities. How to make better use of the online and offline mixed teaching mode in military colleges and universities has become a research hotspot.

2. The Necessity and Principle of Developing the Mixed Teaching

2.1. The Necessity of Developing the Mixed Teaching

For a long time, the contradiction between college talent training and the actual job needs of the army has been very prominent. In the critical period of reforming and strengthening the army and under the background of the new military reform, the army's demand for compound and learning military talents is increasing. After many colleges graduates work in the army, it is difficult to change their thinking and adapt to their posts for a long time. It not only delays their future development, but also restricts the army's preparation for war.

The mixed teaching mode effectively integrates the traditional teaching mode with the online teaching, takes the students as the center of the classroom, organically combines face-to-face teaching and online learning, and makes the teaching process achieve the organic unity of online and offline. Teachers play a leading role and students as the main body of learning. Give full play to the guiding role of teachers and the learning initiative of students, and use online and offline methods to carry out teaching.

2.2. The Principle of Developing the Mixed Teaching

(1) Principles of cultivating people for war

Only by keeping close to the demand side of the troops can the supply side of the colleges be strengthened. What is

needed in war can be taught, and what the troops need can be practiced. Only by cultivating people for war and building with the lead of war can the colleges become the incubation base of high-quality military talents.

(2) Principles of teaching content

The teaching content should be forward-looking, meet the actual situation of the current army, and lead the students to innovate, focus on the future battlefield, teaching and researching. We must combine the characteristics of teaching content to ensure the effect of mixed teaching. Theoretical courses should combine advanced ideas and methods, enrich and lead creatively in course content, and inspire students to think with examples. Practice courses should integrate theory with practice, teaching materials with the army, and work hard on the content. At the same time, we should implement the ideological and political elements of the curriculum in teaching, enhance the appeal of ideological and political education, and give play to the role of ideological and political curriculum in casting souls and educating people.

(3) Principles of teaching conditions

The development of mixed teaching needs to enrich the teaching means by using modern information technology on the basis of traditional teaching mode. Military academies where conditions permit can use platforms such as Rain Classroom, MOOC, Military Online and Micro class to equip themselves with sufficient network environment and hardware conditions, build a series of training equipment such as virtual training equipment, simulation training equipment and real equipment, gradually realize the digital upgrading and transformation of teaching resources, provide support for the all-round and ubiquitous learning of student terminals, and promote the organic integration of teaching, learning and war.

3. Design and Implementation of Mixed Teaching

3.1. Design of Mixed Teaching

The mixed teaching design is different from the general design activities, which is reflected in the complexity of the teaching situation and the rich individual differences of the teaching objects. It is a creative process to solve teaching problems, and must follow the special laws of teaching. The

mixed teaching design diagram is shown in Figure 1.

(1) Preliminary analysis stage

It is necessary to accurately analyze the situation of trainees and pay attention to their ability and efficiency to accept professional knowledge. According to the actual needs of the troops and the personal planning of the trainees, the course is comprehensively analyzed in combination with the teaching software and hardware conditions.

(2) Teaching design stage

We should plan online and offline courses, theoretical and practical courses, lectures and self-study courses as a whole, reasonably arrange course hours and customize teaching strategies.

(3) Teaching implementation stage

The mixed teaching mode should be focused on the learning progress of online and offline courses and students' classroom performance. The teaching method should be adjusted in time according to the teaching effect. The teacher should be the leading and students should be the main body. Modern information technology should be fully used to mobilize students' enthusiasm for learning.

(4) Teaching evaluation stage

The teaching resources, teaching effects and

implementation process shall be evaluated. The evaluation shall adopt process assessment and final assessment. The process assessment shall be incorporated into the classroom performance, attendance, achievement display, homework completion, etc. The final assessment shall adopt the forms of papers, written tests, practical exercises, etc. The evaluation consists of teacher evaluation, system evaluation, student self-evaluation, and intra group mutual evaluation. It runs through the whole teaching activities before and after class.

3.2. Implementation of Mixed Teaching

The implementation of mixed teaching in military academies requires joint efforts from students, teachers and schools. The relationship among schools, teachers and students is shown in Figure 2.

(1) Cultivate students' learning ability

Students are the subject of learning, and mixed teaching requires students to be able to use information technology, study independently and plan their time reasonably. Students should learn the use of mixed teaching software, be able to correctly use online learning resources, and make full use of self-study and fragmented time to study independently.

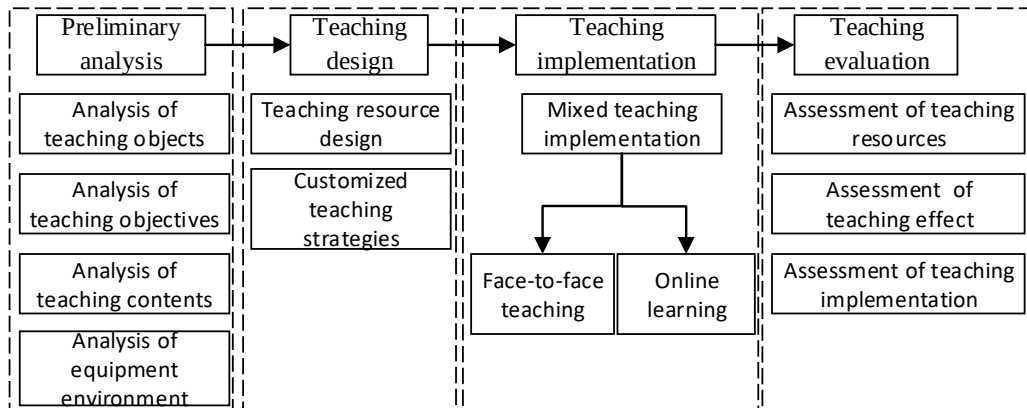


Fig. 1 Framework diagram of mixed teaching design

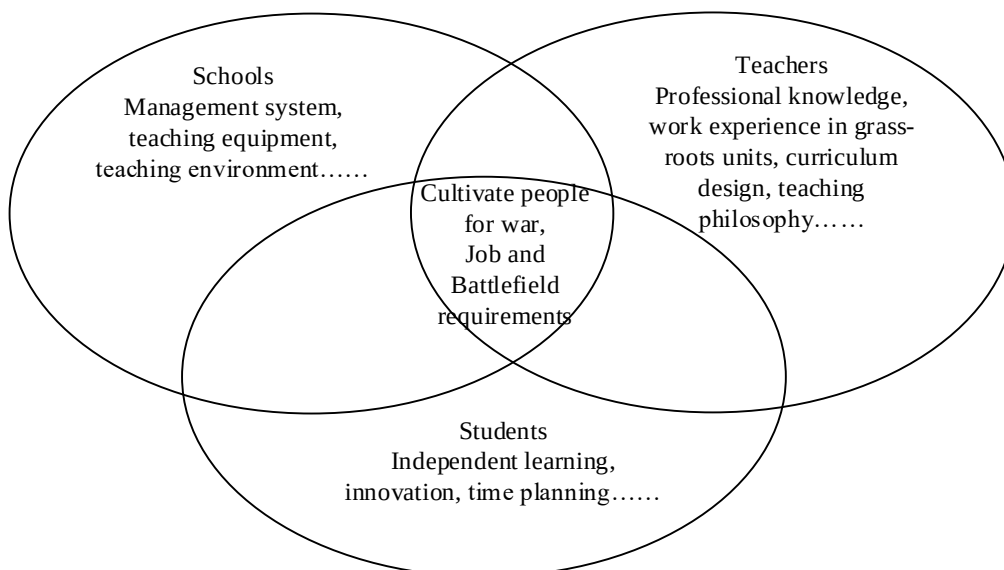


Fig. 2 Relationship among schools, teachers and students

(2) Strengthen the ability of teachers

In the mixed teaching, teachers play a leading role. Teachers are required not only to have solid and excellent professional knowledge and work experience in grass-roots

units, but also to have a strong sense of responsibility and mission, actively adapt to the change of teaching mode, be brave to accept the challenges of new things, and actively learn new teaching concepts, teaching methods and teaching methods.

(3) Give play to the role of school management and security

Due to the strict management of the military academy, personal computers cannot be connected to the campus network, and students can only complete independent learning content in the computer room or classroom, so the school should provide support in teaching equipment and arrangements for students' self-study time, such as the popularization of military network campus network terminals to students' dormitories, and the opening of the teaching building computer room during self-study time. At the hardware level, the school can speed up the construction of smart classrooms, discussion classrooms, virtual training rooms, laboratories, etc., and purchase a batch of virtual training equipment, simulation training equipment, real equipment and other equipment. At the software level, schools can collect and sort out existing online resources, build their own resources, and focus on building national and military quality courses.

4. Conclusion

The mixed teaching mode can not only give play to the advantages of online learning, but also overcome the shortcomings of traditional classroom teaching, fully reflecting the subjectivity of learners in the learning process and the guidance of teachers in the learning process. Military academies undertake the sacred mission of delivering high-quality talents to the army. Exploring a new mixed teaching model is the key to cultivating first-class military talents. The mixed teaching reform in military colleges and universities should be closely related to the actual situation of the army, and should be comprehensively considered from the aspects of teaching content, teaching objects and teaching conditions, so as to strive for the mixed teaching to take root and bear fruit in military education.

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