

Research on the Teaching of Practical Combat in Institutions of Academy

Liang Ma

Department of Surface Ship Command, Dalian Naval Academy, Dalian, 116018, China

446982051@qq.com

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Abstract. In order to carry out the important strategic idea of strengthening the army's goal, meeting the teaching requirements of actual combat in the new situation, on the basis of analyzing the problems existing in the teaching of actual combat in Institutions of higher learning, Key Research Institute the implementation of teaching organization about actual combat, Put forward the Corresponding countermeasures. It will provide some reference for training military personnel in combat command, improving the actual combat ability and teaching quality in Institutions of higher learning.

Carrying out actual combat-oriented teaching is an important measure for military academies and schools to implement Chairman Xi Jinping's important strategic goal of strengthening the military and train qualified military commanders under the new situation. It is a concrete demonstration of actual combat teaching in military academies and schools in the context of actual combat, focusing ability and adapting to future operational needs. In accordance with the requirements of the relevant document of the Central Military Commission about raising the actual combat level of military training, and in light of the problems that arose in actualizing the teaching of military academies and universities, we should explore ways to improve them and solve countermeasures to meet the actual combat teaching requirements in the new situation.

Colleges and universities want to decide teaching, is the main link of combat command teaching. It plays an important supporting role in deepening the understanding of operational theory, grasping the contents, procedures and methods of organizing and directing operations, generating and improving operational command capabilities, and achieving the objectives of personnel training in the new situation. The middle and upper class command officers in military academies and universities training content is the most important, is the realization of military academies and universities combat the key links. Thinking about teaching around the organization of trainees to carry out the task to be done, to conduct research on tactics, the implementation of program reports and other processes for the teaching and training content to be carried out.

Close to the Actual Combat, by Trying to Improve Teaching and Learning Ability to Win

First, improve the ability to investigate and deal with. Information acquisition of the battlefield in modern warfare is an important means for commanders to grasp the battlefield situation. The rapidly changing modern battlefield, the battlefield information is huge and difficult to distinguish true and false. How to obtain more reliable information, directly or indirectly affect the situation on the battlefield and the commander's decision-making is even related to the overall operation. Therefore, it is very important to cultivate the students' ability to investigate, acquire, analyze and handle the information ability and then co-ordinate the actual commanding and combatting.

The second is to enhance the ability to analyze and judge. In the future, the local wars are launched in the multidimensional field. How to make the correct analysis and judgment in the complicated and multidimensional fields is the key to be emphasized in the actual combat-oriented teaching. By setting multiple times in the field of teaching, the timing, the number and the scope of the contradictions in the training problems should be set up so as to train students to fully and properly analyze and judge when dealing with various complicated situations.

Third, improve the handling capacity. We should focus on the setting of the training questions to be supplemented by thinking when teaching, and the trainees should be trained to deal with unexpected incidents in the assignments and flexibly use the tactics to correctly handle the situation of temporary

personnel during the war. Before they decide to teach, they should let the students lay a solid foundation in the military theory, fully grasp the battlefield situation and make full preparations. At the same time, they should have good psychological qualities and ability to handle emergencies.

Fourth, enhance the innovative ability of tactics. To be sure to teach students to guide the clever and flexible use of tactics, rational use of new equipment and new technologies to explore the tactics for the current combat operations. By constantly training in thought-provoking teaching, we accumulate a great deal of relevant experience and broaden the minds of our students. The so-called "war criminals are united and won by odd wins." Therefore, students are encouraged to seek tactics and innovations in their homework Critical.

Fifth, to enhance close cooperation. In order to determine the teaching group in the operation and program reports in Pei-tree students work closely with each other, mutual coordination and coherence. The same is true in actual combat, and each participating war power must play a due role in the battlefield in a coordinated manner. So think of teaching should be committed to cultivating students in thinking about homework coordination ability.

Under the Traditional Teaching Concept, Colleges and Universities Think about the Problems in Teaching

First, think about the task of teaching accounted for the proportion of total training time is not enough, according to the author's survey, part of the institutions in the organization think about homework, want to determine the proportion of teaching accounted for less than 80% of the total, which for implementing the requirements of the actual teaching reform is poor Larger. In the major national military academies in Europe and the United States (such as the West Point Military Academy in the United States), the number of commanders participating in training and commanding officers' annual assignments accounts for more than 90% of the total number of academic hours. It is through the training of a large number of institutions that want to decide on homework training so that post- During his tenure, his capabilities in command, decision-making and planning are greatly enhanced. Both of them are capable of coping with combat commands in various complicated situations and can also deploy some flexible battlefield situations in connection with the conditions of temporary flights so that graduating students can learn and use them in battles and foster battles aims;

The second is to think about the teaching library will be updated in a timely manner, and set the plot is too simple and stereotyped. Especially in the context of joint operations, the contents of the imagination set in a simplistic and guiding theoretical basis, the strategic guidelines are not sufficiently close to the operational direction, and the strategic and tactical tactical levels are ambiguous, making the military connotations fail to be well reflected. Basically want to determine the deployment of combat forces deployment, the battlefield as a whole situation, adding that they want to set the dynamic special conditions, action contradictions, set too simple, not from the tactical point of view comprehensive consideration. In addition, there are still sub-items to be determined and combined with intent to set the background not close, there battlefield "fault" is not convergence and so on. As for horizontal comparison, some special topics may even be copied and reproduced in the form of contents. If we want to set stereotyped stereotypes in force, we should think that there is a lack of essential elements and we have not even written an attempt to file a case and the overall lack of actual combat pertinence.

The third is to think of the teaching design is too narrow, can not deviate from the traditional teaching mode, think about the framework of teaching law can not be arranged properly, exquisite design. Thinking of the teaching instruction method is a training topic (subject), purpose, teaching time allocation and arrangement, methods or means, teaching content design, summary, for the actual combat content design with very few, exchange seminar stage arrangement is not close, unrealistic, Do not highlight the point of contradictions, do not make the case summary after the exchange of discussions.

Fourth, the teaching organization to implement the process of thinking is not clear, organizational approach is too simple. Want to determine the implementation of teaching and did not fully reflect the instructor teaching guidelines, all kinds of methods combined with not close, the use of a single tool techniques. In the absence of sufficient actual combat teaching requirements, situations that may arise in

actual combat may be incorporated into the guiding law, so that students can not be immersed and dealt with correspondingly when completing the overall task.

Fifth, the standard assessment mechanism is not high, the goal is not strong. Assessment failed to highlight the ability to post job objectives and objectives, assessment criteria and the implementation details unscientific, not comprehensive, not detailed, the assessment often only focus on the results of the report without paying attention to examine the comprehensive ability of students. Assessment content is too theoretical, idealistic, and the actual combat is not close, often heavy process, light effect. The ability of individuals in the assessment team to exist unevenly reflects the problems such as insufficient understanding of the frontiers of the armed forces, lack of practical experience in the armed forces, and lack of understanding of actual combat teaching.

Around the Actual Combat Needs, Improve the Teaching and Learning Measures to be Determined

First, focus on actual combat want to teaching needs, science and teaching preparation. To increase the proportion of actual teaching of presumed teaching accounted for the total duration of training. We must attach great importance to the overall construction of teaching, improvement and improvement of personnel training programs, curriculum standards. In order to correctly grasp the task of teaching practical tasks and assigning assignments based on the accurate understanding of the relevant contents such as the composition of the target, the target requirements, the guiding ideology, the distribution of the academic system and time, the curriculum requirements and teaching requirements, the curriculum evaluation and the grading of achievements, Planning and development of teaching plans to set the homework as a benchmark, under the direct guidance of the leaders in the lead unit, by the Department of (Department of Teaching and Research), Department of comprehensive, scientific and systematic organization of teaching preparation.

Second, think about the actual combat of teaching characteristics, in strict accordance with the standards of the wish to make a reasonable preparation. Constantly updated think about the contents of the library. Attaches great importance to the compilation of an attempt to file a case, according to the needs of the battlefield in the new situation, to attempt to improve the case. According to the personnel training programs and curriculum standards, the basic conception and overall design of the teaching tasks and training problems of assigning assignments, the background, the trend and the course of operations are to be reflected in the thinking of the new ideas in the new situation[1].

Third, based on the actual combat want to set the teaching goal, carefully create the course content design ideas. Continue to expand the teaching ideas to think, to update the teaching design, to design the teaching process of the theory (work) tips-layout homework personal homework to discuss the exchange to summarize the comments five links, especially in the study and exchange section reported, brought to justice, discussion, The contents of the four steps to close the case, to fully do the teaching and design work. We should give prominence to the priorities, difficulties and contradictions reflected in the plan, and discuss and exchange ideas in class. In order to mobilize the participants' subjective initiative as a starting point, carefully designed each session of the seminar.

Fourth, think about the actual combat-oriented teaching content, reform and innovation teaching organization and implementation methods. According to the following three aspects to strengthen the organization and implementation process:

step by step training and combination of unified training. Step-by-step training is to think of the initial implementation of teaching should be based on the individual ability of students and the level of the overall level of students to carry out the content of the job-related training, refine the operating process, step by step process to be a breakthrough. According to the students' ability and quality foundation and related theories to grasp the situation, if necessary, the job can be based on content and methods of operation for a brief job tips, the introduction of training topics gradually. Step-by-step training is conducive to the accumulation of students in thinking about the operation of the training problem analysis and processing capabilities and experience conducive to students in the course of the work into zero for the coherent and comprehensive training to provide support. Cohesion and training is the trainees have a strong ability to think of homework, after a large number of special topics, to be determined after the

completion of a comprehensive class to group operations to take a clear division of labor and continuous thinking of teaching. Allows students to operate in complex operating environment, mainly in the form of group operations, group discussions, overall reporting and other forms.

based on the map (charts, etc.) would like to determine the teaching and information system based on the combination of teaching. The traditional teaching methods of paperwork on homework and homework teaching based on computer information system should be taken as the main teaching methods. On the one hand, students should be fully mastered the battlefield situations they want to fix, have a deep and detailed understanding of the situation of enemy and me, On the other hand, full utilization of computer information system in homework and confrontation is beneficial to the simulation and real-time reproduction of the battlefield environment and situation, so that the operation efficiency and effect can be fully reflected. Conditions can also be implemented on the spot or sand table teaching, that is, deep into the map to think of the actual site or simulate the actual site of the sand table on the actual combat teaching[2].

Learner-led and instructor-led combination. Actualization of the intended teaching should be close to the actual combat of the main content should be determined in the "look, standard, think, research, write" this process steps to fully mobilize the students in the teaching process of subjective initiative, especially the "want" and "research ", Can fully exercise to enhance students ability to use strategic thinking and tactics and students planning decision-making ability. The instructor should grasp the trainees' working conditions in real time, reasonably control the progress of work, and timely conduct homework guidance. Specifically, four things should be done, namely "transfer, teaching, remembering and establishing". "Turn", in which the "legislature", that is, teachers should be good at this link to inspire students divergent thinking, consciously induce students to make different work programs in the teaching class to establish contradictory and contradictory views of the program in order to discuss Links can be set around the contradictions set to start a deep discussion.

Fifth, based on actual combat want to set teaching standards, improve the actual combat assessment assessment mechanism. It is an integrated test of the teaching effect and quality of the desired course, which is an important means to improve the teaching quality of the intended course and promote the construction and development of the intended course. Therefore, it is necessary to carry out the actual combat standard of fighting a war to win the war, highlighting the objective and qualifications required of a post, scientifically formulating assessment standards and implementing rules, insisting on the separation of teaching and examinations, The joint implementation of troops, pay attention to the use of information technology, quantitative assessment, comprehensive analysis, objective evaluation.

Improving the actual combat standard assessment and evaluation mechanism is of great significance to test students' performance in thinking about teaching. First, to optimize the assessment content. The focus should be based on the individual operations of the students and group operations reflected in the operational ability to innovate, command and coordination capabilities, planning and decision-making ability to assess; Second, we must optimize the assessment means. Through the preparation of the chief of staff determination, program reports, on-site questions and other comprehensive assessment of student performance; Third, we must optimize the assessment methods. The teaching team and the appraisal team together with the relevant leaders of the armed forces jointly implemented the on-site reply, the preparation of the appraisal plan and the arrangement of the temporary aircraft in the battlefield so as to make the appraisal closer to the operational reality and ensure that it is similar to the actual combat operations and has the same command flow and the same operational elements[3].

Conclusion

Thinking of teaching is an important teaching task for military academies and universities to carry out the actual combat teaching objectives in the process of training qualified personnel in institutions of higher learning under the new situation. Colleges and universities must grasp the requirements of the CMC on actual combat training, from ideas to practice to enhance students' Comprehensive combat command capability as a starting point, with the systematic, formal and innovative organization to implement the

teaching plan as the starting point to focus on actual combat and win the future war as the need for the military to train high-quality military commanders to make its due contribution.

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