

---

## Research On the Application of Classroom Teaching Skills in Military Course in Colleges and Universities

Shuqing Xiang<sup>1</sup>, Hongbo Deng<sup>1</sup>, Ying Wu<sup>2, a,\*</sup>

<sup>1</sup> Military Office, Southwest Petroleum University, Chengdu 610500, China

<sup>2</sup> Department of Psychology, Chengdu Medical College, Chengdu, 610500, China

<sup>a</sup>16768949@qq.com

---

### Abstract

Colleges and universities are important positions of national defense education. The quality of national defense education is closely related to the ability of contemporary college students to better adapt to the national strategic goal of personnel training and the construction of national defense reserve forces. Defense theory education is an important part of national defense education, which is also a deep-level national defense education. The military course in colleges and universities is an important way to carry out the national defense theory education of college students. It is a basic project of national defense education, which is closely related to the reinforcement of the national defense reserve forces. It is of great importance to the implementation of the national strategy of personnel training, so the party and the state attach great importance to it. And it is of great reference value and practical value to explore the teaching skills of military course in colleges and universities, which will provide practical technical reference for the implementation of national defense theory education in colleges and universities.

### Keywords

teaching effect; teaching skill; teaching method.

---

## 1. Introduction

Classroom teaching skill is an important form of classroom teaching and a major means to achieve the purpose of classroom teaching, so any classroom teaching need to use some classroom teaching skills[1]. At present, there are many researches on classroom teaching skills, but only few studies are about the teaching skills of military course in colleges and universities. In recent years, I have observed the classroom teaching of many outstanding military teachers, and summarized some concrete classroom teaching skills which are used in the teaching process.

## 2. Opening skills

### 2.1 Question lead-in

In the beginning, military teachers raise some intriguing questions, which can guide students to think about, so that students feel interested, to pave the way for the following teaching content. For example, when talking about "Mao Zedong's military thoughts", teachers can ask a question: "who is the greatest military strategist in the world?" Students must speak a lot of famous military strategists. After a discussion, military teachers talk to students with a very positive tone: "the greatest military strategist, I think, is China's Mao Zedong." At the same time, teachers introduce Mao Zedong's photos on the screen, and then start the explanation of "Mao Zedong military thoughts".

## **2.2 Playing video information**

Military teachers play an elaborate video before starting a lecture. This video can be either a "grandstanding" opening that has nothing to do with the course, or a piece of video related to the course. They can also play a video concerned with the students, such as the video clips of students in military training activities, in order to impress students and arouse their interest in lectures.

## **2.3 Quotation**

Military teachers can use sayings that are closely related to the content before starting the lecture. For example, when talking about "ancient military thoughts", teachers can say that in the opening: "War is a national event, related to the country's destiny, so it has to be seriously treated." This is the opening words of "Art of War".

## **2.4 Building a good relationship**

In usual, military teachers can shoot the materials related to the lectures on the campus. In the beginning of lectures, teachers can use these materials, such as students in military training activities or "mil, "military association" activities of college students on the exhibition panel, or even the video clips of students neatly queuing into the classroom, so that the students will feel the teacher is very dedicated, and very concerned about the campus and activities. It can build a good relationship with students.

# **3. Classroom teaching skills**

## **3.1 Pay attention to the "bellwethers" of the classroom**

Military teachers should be good at discovering the students who are very interested in military, and consciously ask them more questions in the teaching process. In fact, for the same question and the same answer, if students speak and they are praised by the teacher, the effect is better than that of the teacher giving the correct answer directly. This is the "sheep-like mentality", driving the majority of students "to learn" by the exemplary role of a small number of students.

## **3.2 Creating a "powerful aura" of concentrating on the class**

### **3.2.1 Have passion**

In the teaching content, military teachers should present a large number of patriotism and revolutionary heroism, and reflect the difficult course and glorious tradition of the party and the army wresting political power and building a new China. And the magnificent feats of our military officers and soldiers in non-war military operations should be involved, such as natural disasters. Among them, many heroic deeds are deeply moved and tear-jerking. When talking about the content, teachers should be firstly moved by themselves, with a heart of the admiration. And teachers should express the love and praise of the heroes with a passionate tone, showing a real feeling. Even when speaking of the exciting parts, they will cry. In such an atmosphere, students will also be touched. When telling the national defense spirit, teachers enumerate the heroic deeds in the Battle of Triangle Hill of the war to resist US aggression and aid Korea, affectionately depicting the patriotism of these heroes who were not afraid of death and willing to sacrifice for the country, in order to move students emotionally.

### **3.2.2 Be sensational**

When it comes to the history of modern Chinese defense, military teachers should indignantly look at this painful history of humiliation and bring the students into the historical scenes of the poor and weak country moaning, to arouse the students' inveterate hatred for the old China, and to increase the love of the new China. When talking about the successful test flight of our army's F-20 stealth fighter, the construction and trial flight of China's first aircraft carrier, teachers should use high emotion and intonation to instigate students' patriotic enthusiasm.

### 3.2.3 Evoke great emotion

When talking about the heroic deeds of earthquake relief efforts, teachers can show the pictures or video clips of the heroes who sacrificed for the Wenchuan earthquake relief in 2008, while playing the suitable song to promote the students' emotions, making them admire the soldiers and encouraging them to learn from the great soldiers and the loveliest warriors.

### 3.3 Explaining with the reality

Theory education must be combined with practical problems. A theory or idea can impress people or not, depend on whether there is a practical counterpart in real life, such as how a strategic principle is implemented in the specific war and what is the effect[2].

In the case of tensions across the Strait, military teachers should change with the situation. When introducing the situation across the Taiwan Strait, teachers should will coincide with the current policy of the party and the country's current relations with Taiwan, point out that the tensions between the two sides are caused by that Cai Yingwen refused to recognize the "1992 consensus". At the same time, teachers should stress the great efforts made by the Chinese government to alleviate the situation across the Taiwan Strait over the years and the firm determination of the country to unify Taiwan and oppose Taiwan independence.

When speaking of the "China's surrounding security situation", teachers can combine the recent situation on the Korean Peninsula to conduct in-depth analysis, in particular, to introduce the latest developments of North Korea's research and development of nuclear weapons and South Korea's deployment of Sade anti-missile system, meeting the demand of the students for new things and new trends.

When speaking of the "China's national defense construction", "China's armed forces" and "various services and arms", military teachers should cover the latest developments of China's new weapons and military changes in teaching topics, such as the military new stealth fighter J-20, the launch of China's first domestic aircraft carrier 001A in this April, the military reform in China from the end of 2015.

There are some major military-related events can also be involved in the teaching content, such as 134,000 officers and soldiers rushed to the earthquake disaster relief in 2008 Wenchuan earthquake, the armed police officers rushed to the earthquake disaster relief in Yushu earthquake in March 2010. In August 2008, when the situation in Libya was unstable, our army and air force sent four large-scale transport aircraft to evacuate the overseas Chinese, the Navy sent missile destroyers to the Mediterranean to protect the safety of the overseas Chinese.

### 3.4 Resonance between teachers and students

When teaching the students majoring in art, in the "art and defense" relationship or "national defense mobilization", teachers can introduce the touching deed that the famous Yu Opera performing artist Chang Xiangyu donated a MIG -15 Fighters through his charity performance in the war to resist US aggression and aid Korea, while showing the photos of the fighter. Teachers can also introduce the famous Peking Opera master Mei Lanfang grew a beard, determined not to perform for the Japanese invaders during the war-time Japanese occupation of Shanghai. And they can play the video clips of the movie "Heroic Breed" that the heroine Wang Fang performed for the soldiers in the battlefield of the war. These must be able to impress the emotional students majoring in art, so that they believe that they can also serve the national defense.

### 3.5 Intertwining stories to attract students

When speaking of the "national defense", such as "the birth of the national anthem", "the birth of the flag", "the return of Hong Kong to China", "the explosion of China's atomic bomb", "National Day parade", "the establishment of Navy, Air Force and Rocket Force", "Battle of the Border Self-Defense", "Somali Escort", "Peacekeeping Operations", "the test of new fighter or ship", "earthquake relief", "conscription work" and other stories can be alternatively intertwined. In "ancient

Chinese military thoughts”, there are many stories, such as "Borrowing Your Enemy's Arrows" and "Relieve the state of Zhao by besieging the state of Wei". When talking about "stealth camouflage technology", "aerospace technology", "precision guided missiles" and other technical content, in the Gulf War, the Kosovo War, the Afghanistan War, the Iraq War and the Libyan War, high-tech weapons and equipment were used frequently, the story is also a lot, and there were a lot of stories about them. Teachers can make appropriate arrangement. When talking about "Mao Zedong military thoughts", the Long March must be mentioned, among which Zunyi Meeting should be stressed.

### **3.6 Flexible question and interaction**

Classroom interaction is mainly reflected in the two-way question, the first is the teacher to ask the students, the second is the students to ask the teacher. In the two periods of teaching process, in general, the number of questions should be within five questions. Among them, there are the following three ways where teacher ask the students: First, the teacher asks questions and the students answer together. Second, the teacher asks questions and a student take the initiative to answer. Third, the teacher asks questions and appoints a student to answer. When asking questions, teachers should ask some refined questions, easy to answer. When teachers raise difficult questions, resulting in awkward silence, they can select the "military fans" to answer. At the same time, teachers can assign task to the "military fans", and let them share the results of self-study in the classroom with the students. The way of making the "military fans" participate in the teaching can attract students to listen to the lecture, and inspire their thinking on the military theory. It is an after-school interactive extension, conducive to deepening the teaching content and promoting the relationship between teachers and students.

### **3.7 Use of physical objects**

Teachers can use weapon models to vividly interpret the teaching content. For example, in the case of the Jinmen Bombardment, teachers can show the picture of "Master Jin's kitchen knife made by the Jinmen shells", to cause the students' interest in the Jinmen Bombardment occurred more than 50 years ago. When talking about the Taiwan independence, teachers can show the picture of the "Jinmen kaoliang liquor", which was specially produced by the Taiwan authority after the 10th "president" election. Through the physical display, students can recognize the arrogance of Taiwan independence forces.

## **4. Coping with the end of classroom teaching**

The end of classroom teaching is an important part of the entire teaching. If a teacher deals with the end slovenly or dully, it will make students feel very disappointed, which will lead a bad impression of the teacher, affecting the teaching overall effect. The correct ways to end are as follows:

### **4.1 Closed ending**

Closed ending" is "to summarize the whole lesson and deepen the theme." After the entire teaching content, military teachers should summarize and refine the theme, repeat or suggest the key points that students need to understand and master.

### **4.2 Open ending**

"Open ending" is "to offer questions and arouse deep thoughts." First, military teachers should leave suspense and ask questions, so that students think about the questions after class. Second, teachers should make demands and hopes on students. For example, after finishing the lesson of "information war", teachers can call on students majoring in computer to actively work with the army together to "build the Great Wall of information", and it will be a strong calling to play these words on the screen. Third, prospect the future. After the "China's national defense construction", teachers can prospect the national defense construction in the future. After the "China's surrounding security environment", teachers can prospect the future of China's surrounding security environment, so that students firmly believe that the party and the country have the ability to create a good surrounding security

environment. Finally, it is encouragement. At the end of the lesson, teachers can show some famous words on the screen, such as "national humiliation sticks to the mind, strengthen national defense".

## **5. Conclusion**

This thesis summarizes the classroom teaching skills of many excellent military teachers, analyzes the three aspects from the opening to the end of the class, and analyzes how to combine the characteristics of military courses in colleges and universities to effectively use teaching skills in classroom teaching, to improve the teaching effect.

## **References**

- [1] Li Xueqian. An Analysis of Teaching Skills of Chinese Teaching in Foreign Countries - A Case Study of Harvard Classroom Teaching Video [J]. *Young Writers*, 2011 (5): 52.
- [2] Li Weiheng. Research on the Way of National Defense Education in Colleges and Universities [D]. Changsha: Central South University, 2006: 24.