

# The Exploration of Individualized Training of Military Students in Management Courses

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## Abstract

In order to meet the international needs, cultivate innovative talents, in order to be better qualified for different positions, adapt to the changing employment and living environment, the importance of personalized training of students has gradually emerged, and the importance of classroom teaching in personalized training is particularly obvious. For the military management school with strict and orderly management and heavy teaching task, there are great limitations in the shaping of individuation. In view of the current situation of individualized training of college students relying on the classroom, this paper takes the course "Project Planning and Management" as an example, and through the teaching method design of this course, puts forward the ways and methods of management course reform, makes full use of the classroom platform and teaching approach to cultivate students' individuality and innovation, and provides references for such course design reform.

## Keywords

**Military management; College students; Management courses; Individualized training; Instructional design.**

## 1. The Importance of Individualized Training for College Students

In order to meet the needs of international higher education training and meet the needs of building innovative talents, the Outline of the National Medium - and Long-Term Education Reform and Development Plan (2010-2020) clearly states that: "Higher education should innovate its personnel training model, adapt to the needs of national and social development, follow the law of education and the law of talent growth, deepen education and teaching reform, innovate education and teaching methods, explore a variety of training methods, and form a situation in which talents of various types emerge in large numbers and top-notch innovative talents continue to emerge."

Individuality is not about being unique or standing out from the crowd. Individuality is a concept that is distinct from universality and includes personal abilities and styles. With the development of the modernization of the current society, in order to better adapt to the complex and changeable international environment and employment environment, better qualified for the post, the personality training of modern college students has been put forward higher requirements. Nowadays, social consciousness is becoming more diversified. For personal development, personalized training can fully reflect the principal position of students, give full play to their potential, stimulate students' innovative ability, and enable them to express their own views and opinions, and improve their ability to solve problems.

For military management colleges with strict and orderly management and heavy teaching tasks, compared with many local colleges with fewer tasks, students have less leisure time, fewer extracurricular activities and fewer internship opportunities, and students' individualized training mainly relies on classroom teaching. Therefore, the innovation of classroom teaching mode plays a very important role in the formation of students' individuality.

## **2. Current Situation and Limitation of Individualized Training of College Students in Military Management**

### **2.1. Students have a strong identity of life mode and a single cognitive mode**

Before entering the university, the young students all have the characteristics of a single lifestyle, but after entering the university, the difference between the military management students and other college students' lifestyle appears: the life of local college students is more diversified, more experience of new things, more personalized training ways, which is more favorable for personalized generation. Influenced by the traditional training mode and its needs, military management colleges pay attention to the cultivation of students' commonality and obedience, whether it is classroom learning or physical activities, most of them are organized in the form of collective. Therefore, under the conditions of authoritative leadership and strict management, students' behavior is more in line with the organization and their daily routine tends to be more procedure. Therefore, students' cognitive mode is relatively simple, and their cultivated abilities are also somewhat different from those of other college students.

Due to the standardization and process of life mode, all students are treated the same, and students will psychologically recognize this identity, so the collectivization of students is obvious, recognizing the similar behavior pattern and way of doing things among classmates, and it is difficult to find a unique personality. In addition, the course arrangement is full, and there is no time and space to develop personal interests and hobbies. So that their creativity can not get obvious play.

### **2.2. Students are inexperienced and lack practical experience**

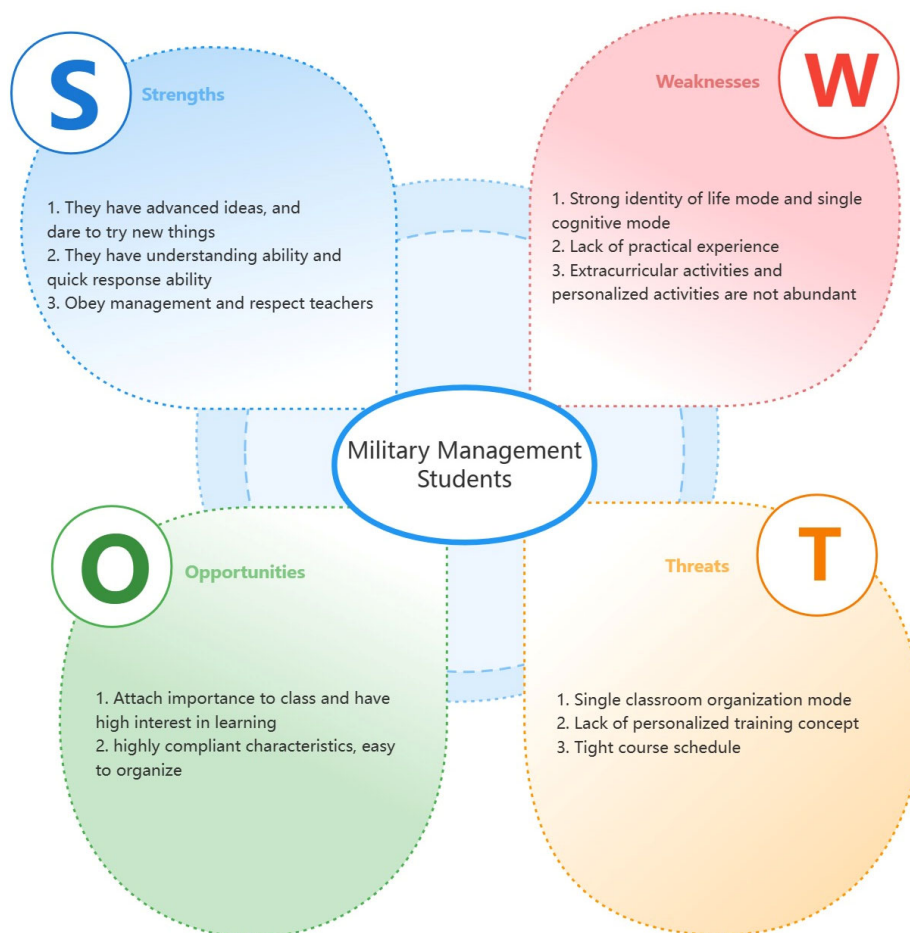
Most of the students are local young people who have applied for military management colleges and universities through the college entrance examination. They are between 18 and 22 years old. They are the new generation in the true sense, so they have advanced ideas, dare to try new things, have strong understanding ability and quick response ability. However, due to the lack of systematic training and practical work experience, most of their knowledge only stays at the theoretical level, and they have only a partial understanding of most concepts, and they do not know how to relate them to their actual work, life and learning experience. Therefore, they only rely on traditional teaching methods to receive the same knowledge. Unable to have a clear understanding of their own abilities and strengths, it is difficult to apply them in future jobs, it is difficult to embody personalization, and it is difficult to stimulate innovative thinking.

### **2.3. Single classroom organization mode and lack of individualized training concept**

The traditional classroom teaching mode focuses more on the teacher-led position, adopts the way of "filling the classroom", and pays attention to the teaching and accumulation of basic knowledge of the course. Teachers systematically explain knowledge points in the classroom by using multimedia, blackboard, etc., so that students can master a lot of knowledge. This teaching mode is teacher-centered and students passively accept knowledge. The long-standing problems such as indoctrination-style teaching and low-level education, especially the contradiction between the traditional linear, unified and standard education supply and the current system, personality and diversified lifelong learning needs, have become increasingly prominent. Especially in the management courses, management is a practical discipline, which is conducive to carrying out personalized training for students and improving management thinking. However, the simple theory teaching is too abstract and difficult to achieve the teaching purpose. Therefore, the reform of management courses and the design of courses and assessment methods can better improve the teaching effect and cultivate the personality of students.

## 2.4. Extracurricular activities and personalized activities are not abundant

In order to cultivate college students' personality and stimulate their potential, colleges and universities have set up a series of interest clubs, and adopt local teaching or combining with extracurricular activities in the teaching of professional courses, so that students can go out of campus to participate in social practice activities and so on. Different from local colleges and universities, military management college students need unified management, lack of extracurricular activities and personalized practical activities. Students have few opportunities to contact the society, and their interests and hobbies are difficult to find a platform to play, so the development of personality channels are narrow, and the training ways have greater limitations.



**Figure 1.** Swot Analysis Chart of Military Management Students' Individualized Training

## 3. Course Practice and Design of Personalized Training for Trainees -- Taking Project Planning and Management as An Example

### 3.1. Case teaching mode is adopted to encourage students to improve their own action power

In order to strengthen the construction of management courses and improve their effectiveness, through a large number of course practices, it is found that case teaching method, as an open teaching method, can better enhance students' learning interest, cultivate students' personalization and constantly improve the quality of military talents by using discussion and sharing. According to the cognitive characteristics of military students, the case teaching method focuses on the "sense of experience", and uses scenario simulation to make students

"immersive", think and make decisions in a certain situation, bring individuals into the role of decision makers or managers, analyze problems, and lay the foundation for actual management and decision-making in the future. Case teaching method sets up a bridge between practice and theory, allowing students to think about problems from multiple angles and directions, combine knowledge with practice, and learn and feel relevant knowledge in practice.

The course organization of Project Planning and Management adopts the teaching mode combining case teaching method and theory teaching. This course belongs to leadership and management courses, aiming to cultivate students' management thinking, improve their systematic thinking ability and global concept, and make students grow into excellent management decision makers with certain strategic thinking. Therefore, this course is practical and applied to a certain extent. The simple theory teaching is difficult to resonate with the students, and cannot achieve the teaching purpose well, and there will be certain faults in teaching and learning. Therefore, this course takes 4 class hours as a topic, runs through a theme as the main line, selects 2-3 cases for analysis, divides students into groups, and puts students in a group of 4-5 people to think and discuss about problems in class, puts students in a virtual situation, assumes that they encounter similar problems in the future work, and enhances their ability to deal with similar problems. To achieve the expected teaching effect.

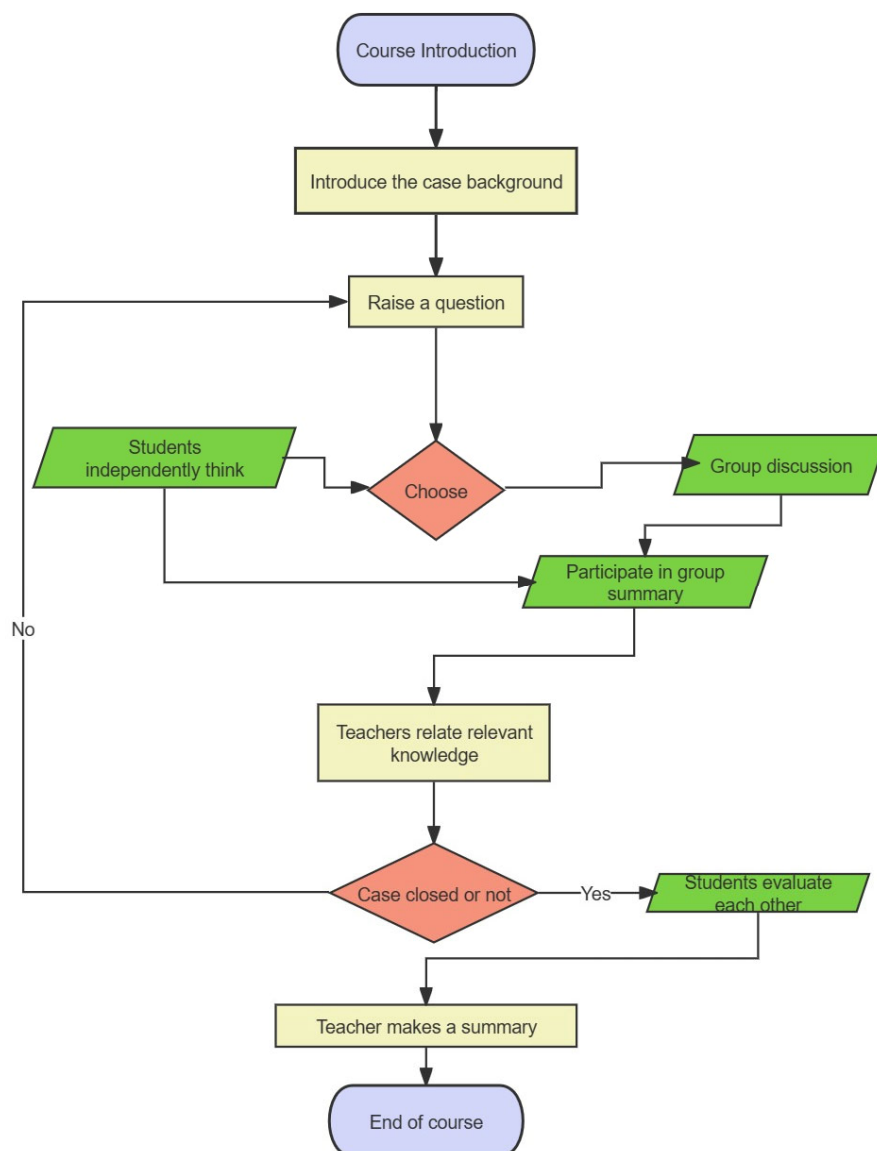


Figure 2. Flowchart of the Case Teaching Method

### **3.2. Guide classroom self-management and enhance students' learning initiative**

The university period is an important stage connecting the middle school period and the job. The main purpose of the middle school period is to learn knowledge, which is less social, while the job requires more contact with people, who are social and active to a certain extent, and have higher requirements for self-management. In the transitional period, teachers should grasp the students' desire for rapid growth, guide students to lead the class, strictly conduct self-management, stimulate students' enthusiasm and initiative to participate in management, improve students' interest in classroom learning, take the initiative to think about problems and solve problems, change their learning ideas from "I need to learn" to "I want to learn", and be happy to learn. Enhance the ability to actively acquire knowledge, and promote students' active and deep research-based learning.

In the course organization of "Project Planning and Management", groups are adopted to discuss and share the thinking questions left in class or after class. For example, in the project organization topic, students ask themselves "What organizations have they participated in?" "What role did you play in the organization?" "What impressive things have you done?" "What problems have you encountered?" "What have you learned?" Students are highly motivated to discuss their personal experiences. Combined with practice, students usually show a good learning state and strong interest, so that they feel they have something to talk about. The knowledge they have learned can be fully reflected in practice, and they have a strong sense of experience. Students other than the speakers, as peers, will learn different ways of doing things from their experiences. Combined with similar experiences, students will get more ways to deal with problems. In the course design, the advantages of "teacher-student joint teaching" are highlighted, and the classroom is built into a two-way learning atmosphere to create a harmonious relationship between teachers and students. The relationship between teachers and students will greatly affect the learning effect of students. The traditional "spoon-feeding" and "filling the classroom" will lead to the alienation of the relationship between students and teachers, the lack of communication opportunities, and the one-way acceptance of knowledge by students, which will lead to the reduction of teaching efficiency. In the process of teaching communication and interaction, a relaxed classroom atmosphere is created, which is conducive to the communication between students and teachers, stimulate the interest in learning, and make students change from passive learners to active learners, so as to actively acquire knowledge.

### **3.3. Actively explore the online and offline mixed teaching mode to fully expand students' horizons**

With the rapid development of information technology, the online teaching model has gradually highlighted its advantages. Instead of gathering students together for unified teaching, it can provide students with personalized resource push, and students can independently choose the relevant content they are interested in for learning. For the content that is not easy to understand, they can repeatedly watch and focus on it.

Online classroom platform provides rich, diversified and flexible teaching resources. On the one hand, students can make full use of excellent teaching resources to acquire knowledge and break the limitation of insufficient resources in the institutions where students study. On the other hand, teachers can learn from the teaching experience of famous teachers to help their own teaching. In the teaching process of Project Planning and Management, due to the characteristics of excessive basic conceptual knowledge, scattered and fragmentary knowledge points, and strong artistic management disciplines, students need to think and understand, before the course starts, with the help of online course platform, some similar courses in local universities are provided for students to learn and reference. For teachers, Through online



learning, students can reduce the boring explanation of basic knowledge, save time, make full use of classroom time to carry out case teaching and group discussion, and enrich the teaching resources of the course. High-quality online learning can fully integrate the various teaching methods of local colleges and universities, so that students can better acquire basic knowledge. You can also choose relevant courses to expand your knowledge according to your interest and acceptance level, which is easier to accept. In the course of teaching, the famous teachers will be enriched, and the students will have further thinking about the problems they face after entering the work position, and learn to connect the practical problems with the teaching content. In addition, the explanation of famous teachers can enhance the understanding of relevant knowledge, laying a theoretical foundation for future offline learning. During the class thinking and discussion, students can have their own unique understanding of relevant content, cultivate students' learning interest, and form certain management thinking, which has a strong auxiliary role for the personalized training of students.

### **3.4. To promote a variety of assessment methods, encourage students to divergent thinking**

The traditional standard answer assessment method mainly evaluates students' memory, and carries out simple assessment through rote memorization, which is difficult to stimulate students' divergent thinking and form independent thinking ability. To promote a variety of assessment methods, we should control the proportion of standard answer assessment, non-standard answer assessment and formative assessment.

In the assessment of this course, the formative assessment is mainly judged by classroom group cooperation, reading, viewing and other ways, which requires students to play the strength of the team and take the relevant homework seriously. There are some standard answer questions in the final assessment, which mainly tests the students' ability to integrate knowledge and whether they can correctly understand relevant concepts in different scenarios; After the case analysis question, let the students read the case, combined with relevant management knowledge, put forward personal opinions, and form a solution to the problem. The assessment method combining standard answers and non-standard answers not only requires students to memorize and understand basic concepts, but also avoids completely relying on rote learning to learn knowledge points, so that students have tired emotions, and can better exercise students' ability to combine and use management methods to form different answers. After the assessment, they can also communicate with each other and learn from each other. Improve management ability.

## **4. Conclusions**

Under the background of military management, on the basis of common cultivation of students, in order to cultivate personalized innovative talents and stimulate the potential of students, we must break the inherent thinking in traditional teaching to optimize teaching methods and open up teaching ideas.

First of all, starting from the personalized requirements of training students, the future job needs to teach what, in the teaching process to enhance students' perception, the use of discussion and group cooperation to stimulate creativity, tap the practical potential of students, improve expression ability and leadership, and better accurately docking with the position. Secondly, from the perspective of cultivating students' personalized means, classroom teaching is the most direct and important way for students with fewer extracurricular activities and social activities. In order to cultivate the individuation of students, we should make full use of classroom time, improve teaching efficiency through the innovation of teaching means, teach students according to their aptitude, encourage students to give full play to their independent learning ability, stimulate their personal potential, exercise their imagination and independent

thinking ability, train their leadership and scientific management ability, better connect with their posts, improve the depth of teaching, and further improve teaching efficiency.

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