

# Research on the Practical Challenges and Optimization Strategies of Military Training in Universities in the New Era

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## Abstract

As a crucial component of national defense education for all citizens and a key link in fulfilling the fundamental task of fostering virtue through education, military training in universities holds irreplaceable strategic significance in the current new era. Building on an in-depth exploration of its importance, this paper identifies current practical challenges and systematically examines optimization pathways and innovative strategies through four dimensions: reshaping ideological frameworks, innovating training content, developing novel training models, and enhancing quality assurance mechanisms. The study aims to advance the scientific, standardized, and modern transformation of university military training, substantially improve its comprehensive educational effectiveness, and lay a solid foundation for cultivating contemporary individuals with strong national defense awareness, profound patriotic sentiments, and well-rounded competencies.

## Keywords

New Era; Military Training in Universities; National Defense Education.

## 1. Introduction

The "Proposal of the Central Committee of the Communist Party of China on Formulating the 15th Five-Year Plan for National Economic and Social Development," adopted at the Fourth Plenary Session of the 20th CPC Central Committee, explicitly states: "We must implement the 'Virtue and Talent Cultivation Project' in the new era, promote effective integration of ideological-political education with social learning experiences, strengthen physical education, aesthetic education, and labor education, and improve the educational evaluation system." [1] This important discourse has pointed out the fundamental direction for the development of education in the new era. The fundamental task and connotation of education in the new era are no longer just a single requirement, but are gradually improving the requirements for cultivating the comprehensive quality of young students. University military training is not only an important carrier for implementing the fundamental task of "cultivating morality and talent", but also an effective way to enhance students' comprehensive quality and strengthen the cultivation of national security reserve forces. Through systematic military training and national defense education, college military training helps to guide students to establish a sense of vigilance in times of peace, temper their willpower, cultivate collectivism, enhance their sense of action to safeguard national security, and lay a solid foundation for their growth into a new generation responsible for national rejuvenation. However, currently, there are many practical challenges at multiple levels such as conceptual level, content level, organizational mode, and guarantee methods, which restrict the full play of the effectiveness of military training in educating people and form a sharp contrast with the strategic mission entrusted to military training in the new era. Therefore, analyzing the practical difficulties of military training in universities and exploring scientifically effective optimization paths has become an urgent need to promote the high-quality development of military training work.

## 2. The Significant Meaning and Contemporary Value of Military Training in Universities in the New Era

General Secretary Xi Jinping emphasized at the Fourth Plenary Session of the 20th Central Committee of the Communist Party of China that: "we must accelerate the construction of national defense mobilization capacity, strengthen the construction of reserve forces, deepen national defense education for all, and consolidate military civilian unity." [2] As an important part of China's national defense education system, military training in universities is facing new challenges to national security in the new era, which further highlights the importance of military training in universities. The military training work in universities plays an important role in reserving national defense reserve forces, implementing the fundamental task of "cultivating virtue and talent", and promoting the all-round development of students. Its contemporary value requires us to understand it from different perspectives.

### 2.1. The development of military training in universities in the new era is the strategic cornerstone for building a strong national security barrier

General Secretary Xi Jinping pointed out: "Our military is the people's army, and our national defense is a defense for all citizens. We must strengthen national defense education for all citizens, consolidate the unity between the military and the government as well as between the military and the people, and pool tremendous strength to realize the China Dream and the dream of a strong military!" [3] This important statement profoundly reveals the universal and fundamental significance of national defense education. As a crucial component of the national defense education system targeting young people, military training in universities holds particularly prominent strategic importance. Against the backdrop of accelerating global changes unseen in a century, the concept of national security has long transcended traditional boundaries; viewing it through outdated ideologies or perspectives is no longer feasible. Contemporary national security encompasses multiple domains—including politics, economics, military affairs, science and technology, cyberspace, and biotechnology—imposing higher demands on citizens' defense literacy. College students represent a valuable talent resource for the nation and form the backbone of future efforts to build and defend the country. Through systematic military training, students should not only acquire basic military skills but also gradually develop a sound understanding of national security, warfare, and defense, thereby cultivating a large-scale, high-quality, and well-structured reserve force for national defense. In addition, since the reform and opening up, China's comprehensive national strength has steadily risen, social development has become more stable and orderly, and people's living standards have been continuously improved. In such an era, some "post-00s" and "post-10s" college students who grew up in a long-term peaceful environment and superior material conditions have insufficient attention to the complex situation in the world, and relatively lack personal experience. Faced with the surging international situation, they lack a sense of urgency that cannot wait for time. The systematic implementation of military training is the best opportunity to provide them with national defense education. Through strict militarized management, high-intensity physical skills training, and in-depth situation and policy education, it can not only help them gain a clear understanding of international and domestic development trends, truly establish a sense of crisis in daily life, but also promote their awareness of safeguarding national sovereignty, security, and development interests, internalize it into ideological consciousness, externalize it into action consciousness, and lay a solid ideological and talent foundation for consolidating national security barriers.

## **2.2. The development of military training in universities in the new era is a key link in implementing the fundamental task of "cultivating morality and talent"**

The fundamental task of education is to cultivate virtue and talent, which determines the direction of education and the fundamental requirements for talent cultivation in China. [4] Firstly, military training hones students' willpower and character. Standing in military positions outdoors under the sun, repeatedly training in formation, and learning various specialized military subjects in a short period of time are undoubtedly dual tests for students' physical and psychological health. It is in this process of challenging oneself and surpassing limits that students' qualities of hard work, perseverance, and courage to strive are effectively honed, and their sense of organizational discipline and the style of enforcing orders and prohibitions are strengthened. This is of great significance for correcting some students' problems such as fear of hardship and fatigue, lax discipline, and weak willpower. Secondly, military training cultivates a spirit of collectivism. Military training emphasizes unified action and consistent pace, whether it is strict queue movements, standardized and orderly internal organization, or neat and uniform column exercises and military course reporting performances, all require close cooperation from each member. This highly collective activity mode can effectively break the self-centered tendency of individual students, enabling them to learn to integrate into the collective, take responsibility, deeply appreciate the power and warmth of the team, thereby enhancing their sense of belonging, identity, and honor towards the collective, strengthening their sense of teamwork, and cultivating a profound spirit of collectivism. Furthermore, military training helps to inherit the red genes and cultivate patriotism. During the military training, many colleges and universities will organically integrate the education of party history, military history and national history, and let students understand the glorious history of the people's army and the heroic deeds of revolutionary martyrs by organizing to watch red films, inviting old heroes to make reports, holding theme speech contests and other forms, so that they can understand why the CPC is "able", why Marxism is "doing", and why socialism with Chinese characteristics is "good", so as to stimulate strong patriotic enthusiasm and national pride, consciously continue the red blood, strengthen ideals and beliefs, and buckle the "first button" of life.

## **2.3. The implementation of military training in universities in the new era is an effective carrier for promoting the comprehensive development of students**

In his speech at the 2018 National Education Conference, General Secretary Xi Jinping explicitly stated that "we must fully implement the Party's education policy, fulfill the fundamental task of cultivating virtue and talent," and "cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor." [4] For individual students, military training is an important practical carrier to promote their all-round development in morality, intelligence, physical fitness, aesthetics, and labor. Firstly, military training lays a solid physical foundation for students' comprehensive development. Although college students are in their prime and have strong physical fitness potential, they are influenced by factors such as convenient living, irregular sleep patterns, and weak exercise awareness. Some students do not attach enough importance to physical exercise, and even some are in a "sub healthy" state in physical health tests. And military training relies on systematic militarized training - whether it is physical training to enhance endurance and explosive power (such as long-distance running, push ups), or queue training that requires high coordination and discipline (such as walking in unison or in groups), it can directly improve students' cardiovascular function, enhance muscle strength, and effectively improve their physical health level. It can also help students develop an awareness of "active exercise" in high-

intensity training, master scientific exercise methods, and lay a solid physical foundation for long-term development. Secondly, military training is an important platform for cultivating students' comprehensive abilities. During military training, strict daily routines require students to plan their time accurately and complete tasks efficiently, which helps to hone their time management skills; A unified code of conduct helps guide students to overcome lazy habits and enhance their self-restraint and self-discipline abilities; Emergency response drills can enable students to learn how to calmly analyze and respond quickly in simulated emergency scenarios, strengthening their emergency handling abilities. These abilities not only meet the needs of military training scenarios, but can also be transferred to subsequent professional learning, campus life, and even future work, internalized within students themselves, and become the "core soft power" for their growth. In addition, the implementation of military training can effectively assist in the transformation of the roles of college students. From high school to university, students face comprehensive changes in learning patterns, living environments, and social scenes, which can easily lead to adaptation anxiety. As the "first lesson" for freshmen after enrollment, military training helps students quickly integrate into the collective and familiarize themselves with campus rules through collective life experiences and various group activities, gradually completing the transition from "high school students" to "college students" and laying a solid foundation for subsequent professional learning and participation in campus practice.

### **3. The Multidimensional Dilemmas and Practical Challenges of Contemporary Military Training in Universities**

In the new era, although various universities have achieved certain results based on their actual situations, they also face practical problems from multiple dimensions such as conceptual value recognition, training content, organizational mode, and system guarantee. These problems collectively constitute multidimensional difficulties, which restrict the further development and deepening of the educational function of military training in universities.

#### **3.1. Conceptual Level: There are biases in value perception**

At the conceptual level, military training in universities faces the dilemma of value cognition bias, which is reflected in three different perspectives: managers, trainers, and students. From the perspective of managers, some universities regard military training as a "safety valve" or "routine task", treating it only as an administrative task that must be completed, emphasizing form over substance. The annual work follows the rules and only focuses on whether it is safe and stable to "complete", while lacking attention and reflection on the deep value of military training in "moral education, national defense awareness cultivation, and comprehensive talent development; At the same time, universities often do not have clear organizational mechanisms to guarantee, and are only temporary organizational constructions. After starting in September each year, they wait for September of the following year to continue following the same pattern. After September, the temporary organizational structure will be automatically terminated without any follow-up chain education. This leads to a lack of education, systematicity, and sustainability in military training work, which can easily become procedural work that goes through the motions. There are also certain issues with the trainer's perspective. The training troops or instructors may have a mentality of "completing tasks" and insufficient understanding of the educational and nurturing functions of military training. Although the military skills of the trained instructors are excellent, they lack education, psychology and other related knowledge. They lack a deep understanding of the personality characteristics, psychological needs and cognitive laws of the "post-00s" and "post-10s" college students. During the training process, there may be a problem of "not daring to train". They are afraid that too strict training will cause students' resistance. Therefore, they relax the training

requirements and intensity, and even have a loose situation of "training for five minutes, resting for twenty minutes", which leads to unsatisfactory military training results and does not meet the educational requirements of military training work. From a student's perspective, many students view military training as a "formality" or simply a university course, lacking an inherent sense of identification with national defense education and the cultivation of internal qualities. Post-2000s and post-2010s college students have distinct personalities and strong self-awareness. Some students have problems such as fear of hardship and fatigue, weak collective consciousness, and need to improve their psychological resilience. They have a unclear understanding of the significance and value of military training, and their enthusiasm for participating in military training is not high, which affects the actual effectiveness of military training.

### **3.2. Content Level: The training system is outdated and lacks flexibility**

The training content is the core of university military training, but the current training system of university military training has a problem of solidification and lag. Firstly, the most prominent issue is the single and outdated content. At present, many universities' military training still focuses on the "old three" (queue, internal affairs, and martial arts). Although these contents can cultivate students' basic military literacy and discipline awareness, they are disconnected from the modern forms of warfare and the development of national defense technology (such as informatization, intelligent warfare, and network security), and cannot meet the needs of national defense education in the new era. At the same time, students learn about the latest national defense technology through the internet, but it is difficult for them to truly experience cutting-edge technological content during the training process, which makes it difficult for students to master more advanced military knowledge and skills, greatly reducing the attractiveness and practicality of military training. Weak theoretical education is also an important issue. The teaching of national defense theory, national security situation, military high-tech and other knowledge is insufficient, dull in form, and not closely integrated with practice. In military training, more emphasis is often placed on training military skills, while neglecting the imparting of theoretical knowledge, resulting in students' insufficient understanding of national defense knowledge and a lack of systematic national defense concepts. In addition, the theoretical teaching method is single, often using classroom lectures, lacking interactivity and interest, making it difficult to stimulate students' interest in learning. The lack of stratification and selection is also a problem in the current training system. There are many differences between college students and military personnel. A one size fits all training content not only fails to meet the personalized and differentiated learning needs of students, but also easily causes students' resistance, which directly affects the smooth implementation of military training work. For example, there are differences in physical fitness, interests, and professional backgrounds among different students, and their demands for military training content also vary. For students with military backgrounds, emphasizing only the basic essentials of movements cannot meet their needs and can easily lead to student apathy and loss of motivation; For special groups with physical disabilities and chronic diseases, mandatory participation in normal military training is not suitable in terms of intensity and content. For such groups, there is a lack of scientific and humane alternative training programs, which not only affects their participation but also violates the principle of educational equity.

### **3.3. Model Level: The organizational training methods are monolithic**

The organizational training method is an important factor affecting the effectiveness of military training, but the current single organizational training method in university military training restricts the improvement of military training quality. Firstly, mechanical indoctrination is one of the main issues. Contemporary military training in universities often adopts outdated teaching methods, often using "cramming" and "command based" training, lacking interactivity

and fun. During the training process, instructors often focus on the routine orders and obedience of the troops, ignoring the special nature of military training for college students. There is a lack of heuristic and interactive teaching, and students are in a passive receiving position, unable to fully exert their subjective initiative. This training method is not only inefficient, but also more likely to cause students' resistance, and the training effect is often poor. Secondly, the lack of smooth coordination between military and civilian forces is also an urgent issue that needs to be addressed. Part of the universities that use active duty troops are prone to creating gaps in the connection between universities and training units in various aspects, and have not formed a joint force for educating people. The goal of universities is to cultivate well-rounded talents and focus on improving students' comprehensive qualities; The goal of the training unit is to complete military training tasks, emphasizing the mastery of military skills. Due to different goals, there are differences in the selection of training content and the application of teaching methods between the two sides. For example, in terms of training objectives, universities hope to cultivate students' national defense awareness and skills through military training, but the training instructors focus on military training and neglect the education of national defense awareness; In terms of training methods, universities hope to use a more gentle approach to avoid student dissatisfaction, while training instructors often adopt a fast and efficient rigid training form based on military teaching methods. Again, the separation of training and management is also a problem. The management during military training is disconnected from the daily ideological and political education of students and the student work management system. The guidance of counselors and class teachers is insufficient, and they fail to timely grasp the demands and psychological dynamics of students. In military training, the management of students is mainly the responsibility of instructors, but instructors do not have a deep understanding of the ideological status and daily performance of college students, and cannot provide targeted education and guidance. However, the time for counselors and class teachers to participate in military training management is limited, making it difficult to form effective cooperation with instructors and achieve a dual effect of "training+ideological education", resulting in a disconnect between training and management and affecting the educational effectiveness of military training. Finally, there is insufficient prevention and control of security risks. Firstly, some military training venues and equipment in universities are aging or insufficient, posing safety hazards. Some universities do not have complete playgrounds, and student military training can only be distributed on campus paths, which can lead to high foot traffic and overcrowding during working hours, affecting students' normal training and learning; Secondly, the shortage of medical personnel accompanying the team has limited emergency response capabilities for sudden illnesses and sports injuries among students. Colleges and universities may develop emergency plans, but in practical operations, poor communication and unclear responsibilities may result in delayed responses to sudden weather events, group incidents, and other situations, making it difficult to timely and effectively ensure the safety of students' lives.

### **3.4. Protection Level: The support system remains inadequate**

The support system is an important guarantee for the smooth implementation of military training in universities, but the current support system for military training in universities is not yet sound, mainly reflected in the following aspects. Firstly, the shortage of teaching staff is a prominent issue. Many universities lack a teaching staff who understand both military and education, and the teaching ability of instructors is limited, which leads to the inability to fully achieve the goal of educating students. In addition, some universities adopt the model of assisting military training with retired college student soldiers. However, although retired college student soldiers are close to students and easy to communicate with, they generally lack systematic teaching method training, weak teaching skills, insufficient training ability and management experience, and difficult to unify training standards, which poses a risk of "not

being able to train". More importantly, there is currently a lack of specialized incentive mechanisms, assessment systems, and continuing education channels for military training instructors, which makes it difficult to continuously improve the enthusiasm and professional abilities of the instructor team, further constraining the educational effectiveness of military training. Secondly, limited venue funding is also an important issue. The lack of dedicated training venues, equipment, and information technology teaching resources has hindered the expansion of training content. Due to budget constraints, some universities do not have standardized military training facilities. Queue training and tactical basic training are often conducted temporarily on campus squares or playgrounds, which not only affects the normal campus life of students in other grades, but also makes it difficult to simulate real training scenarios and affects the effectiveness of military training; On the other hand, most universities are facing a shortage of information technology teaching resources. National defense theory courses are still mainly taught using traditional courseware, lacking modern teaching resources such as VR virtual training systems and military knowledge databases. This not only fails to meet students' cognitive needs for cutting-edge military technology and international security situations, but also makes it difficult to enhance the attractiveness of national defense education through immersive experiences. Thirdly, the incomplete evaluation mechanism is also one of the major issues in military training in universities. University military training mainly relies on attendance and queue exercises as the main assessment criteria, which fails to strengthen the comprehensive quality of national defense and military, as well as the theoretical knowledge of national defense in the new era. At the same time, the evaluation of students' willpower and ideological consciousness is also in a "blank" stage, making it difficult to truly reflect their growth and gains in military training work. It can be said that this simple evaluation mechanism not only fails to comprehensively reflect students' performance and progress in military training, but also fails to motivate students to actively participate in military training.

#### **4. Optimization Paths and Innovative Strategies for Military Training in Universities in the New Era**

Faced with the practical difficulties of various dimensions in military training work in universities, systematic innovative reforms must be carried out. Putting value first, reshape the concept of military training; Taking the construction of a new era curriculum system as the core, promoting the innovation of training content; Using the military civilian cooperation as a starting point, explore innovative training modes; Supported by an integrated security mechanism, we will assist in the construction of a security system. Based on this, we can effectively enhance the important role of military training and education in universities.

##### **4.1. Conceptual Reinvention: Establishing a "Comprehensive National Defense" Educational Framework and Strengthening Value Guidance**

Concept is the forerunner of action. To solve the current difficulties faced by military training in universities, it is necessary to first grasp the ideology, reshape the concept, construct the educational concept of "great national defense", and strengthen value guidance. Firstly, to reshape the concept, top-level design drive is crucial. Each university needs to actively align with the national defense education strategy and the development trend of higher education, consolidate military civilian unity, and gather strong forces to achieve the Chinese Dream of a strong military. It is necessary to effectively achieve the multiple goals of cultivating morality and talents, cultivating high-quality reserve soldiers for the army, and cultivating socialist builders and successors as stipulated in the outline. It is necessary to consciously incorporate military training into the school's "three pronged education" system and overall talent training plan, improve the national defense quality of the whole nation, promote patriotism, and cultivate national spirit. Specifically, a long-term development plan for military training should

be formulated from a strategic perspective: on the one hand, strengthening unique military training goals based on the characteristics of the school. For example, normal universities often aim to cultivate teachers, and during military training, they can carry out national defense and security education, strengthen national defense awareness, and supplement with relevant knowledge of teachers to form a personalized national defense education delivery channel for future teacher groups; On the other hand, universities should coordinate the content system, implementation mode, and guarantee mechanism of military training, always regard national defense education as a strategic task and systematic engineering, avoid annual repetition and lack of innovation, and ensure that military training work always conforms to reality and truly achieves military training effects. Secondly, it is essential to reshape our ideology and strengthen publicity and education. To promote the significance of military training throughout the entire process and through multiple channels. For example, before school starts, colleges and universities can interpret the national defense significance and educational value of military training in advance by means of freshmen handbook, campus official account, and placement of roll out posters; In the military training, we regularly rely on the campus media official account to report the training trends in real time and explore the advanced deeds of students; After military training, through themed class meetings with students as the main body to share their military training insights, special sharing sessions for retired college student soldiers and senior students, national defense knowledge competitions, and other activities, the achievements of military training are consolidated, truly realizing the ideological transformation from "I want to train" to "I want to train". Thirdly, the transformation of concepts should include students, the military, and universities, promoting consensus among the three parties on the value of military training and education, and simultaneously strengthening their cognition. In military training, universities should hold communication and coordination meetings with the training units before, during, and after the training. Before the training, the overall goals of military training should be established, and the educational philosophy emphasized by universities should be reasonably integrated with the requirements of strengthening military skills emphasized by the training units; During military training, hold mid-term communication and coordination meetings to comprehensively address various issues in the first half of the training, identify and fill in gaps, and modify the later military training work mode according to the actual situation; After the completion of the training, an annual military training summary meeting will be held to sort out the content, existing problems, and safety hazards of this year's military training work, review and reflect, discuss solutions, and facilitate the formulation of the next year's military training work. In addition, a trust subject should be built between the training instructors and students, and military training should be carried out in the form of "instructors+students", paying attention to the characteristics and needs of both sides, and avoiding one side's needs as the main body. This will result in inadequate implementation of military training work and even negative impacts.

#### **4.2. Content Innovation: Building a "Modular, Menu based" Modern Military Training Curriculum System**

To improve the quality and effectiveness of military training, it is necessary to innovate the training content and construct a modern military training curriculum system that is modular and menu based. Firstly, the military skills module should retain the core queue and physical training, and add modern military skills simulation experiences such as light weapon shooting, battlefield rescue, nuclear and biological protection, drone application, information capture and communication experience. These contents can expose students to cutting-edge military skills, effectively enhance military literacy, and cultivate basic abilities to deal with complex security scenarios. Secondly, the national defense theory module can offer high-quality offline lectures and online courses, covering cutting-edge topics such as national security strategy,

maritime rights and interests, cybersecurity, military high-tech, and intelligent warfare. Through theoretical teaching, students can gain a deep understanding of the international and domestic security situation, master basic knowledge of national defense theory, and enhance their awareness of national defense and national security. Thirdly, the literacy expansion module should integrate psychological and behavioral training, team building, leadership development, emergency evacuation drills, and other content to meet the psychological and ability development needs of students. These contents can cultivate students' psychological qualities, teamwork skills, and leadership abilities, and enhance their comprehensive qualities. Fourthly, interest elective modules can pilot elective courses such as military model making, radio direction finding, and military history research to meet students' personalized needs. At the same time, designing scientific alternative training programs for special groups with physical disabilities and chronic diseases not only meets personalized needs but also reflects the principle of educational equity. Fifth, innovative teaching methods are also very important. Introduce AR military experience, simulated military experience camps, micro classroom videos combined with real practice, scenario simulation, case teaching, on-site visits (military camps, national defense education bases) and other methods to enhance interactivity and fun. By innovating teaching methods, we can stimulate students' interest and initiative in learning, and improve the effectiveness of military training.

#### **4.3. Pattern Innovation: Exploring a Diversified Training Model of "Military Civilian Collaboration and Dual Development of Training and Learning"**

To improve the efficiency and quality of military training, it is necessary to innovate the organization's training methods. Firstly, deepening military civilian coordination is an important approach. Establish a normalized cooperation model between universities and training units, fully leverage their respective advantages, and jointly promote the development of military training work. At the same time, a collaborative teaching mechanism of "active duty instructors as the main trainers+retired soldiers as assistants" will be launched to fully utilize the military professionalism of active duty instructors during military training. At the same time, retired soldiers will have communication advantages and affinity, which will help strengthen communication and guidance with students, help students adapt to the training pace faster, and balance the professionalism and humanistic care of training. Secondly, enriching teaching methods is also essential. Not limited to traditional simple teaching methods, but introducing innovative teaching methods that are more inspiring and stimulate student participation, such as conducting battlefield simulation rescue training, allowing students to immerse themselves in the battlefield while mastering wartime rescue skills; Special lectures on national defense and security education can also be held to stimulate students' understanding and interpretation of the importance of national defense and security through interactive knowledge Q&A; At the same time, it is also possible to regularly organize students to visit military camps and gain an understanding of military theoretical knowledge and the style of soldiers through on-site visits, in order to stimulate students' patriotism. Thirdly, promoting the integration of training and management is crucial. Strengthen the training content for counselors and class teachers throughout the entire process, open up channels for students' demands, timely grasp students' dynamics, integrate ideological and political work throughout, and provide timely psychological counseling and summary. Counselors and homeroom teachers should closely cooperate with instructors, jointly pay attention to students' ideological status and learning life, and ensure the smooth implementation of military training work. At the same time, it is necessary to equip the team with medical personnel and professional psychological counselors, refine emergency plans, and conduct drills to enhance the ability to respond to safety risks. Fourthly, develop personalized training plans that incorporate humanistic care. Develop personalized training plans for students based on their

physical fitness, interests, and professional background to meet the needs of different students. For students with weaker physical fitness, appropriately reduce training intensity and extend adaptation period; Develop a scientific alternative training plan for special student groups with physical disabilities and chronic diseases, avoiding a one size fits all approach to training, allowing every student to participate in military training and grow within their capabilities, reflecting the inclusiveness and humanistic care of military training.

#### **4.4. Quality Enhancement: Establishing a Comprehensive Long-Term Support Mechanism Integrating Human Resources, Finance, Materials, and Evaluation**

To ensure the smooth implementation and quality improvement of military training work, it is necessary to establish a long-term guarantee mechanism that integrates "personnel, finance, materials, and evaluation". Firstly, building a specialized teaching staff is the core. In addition to inviting professional instructors to participate in military training, we also accurately select outstanding retired college student soldiers to serve as assistant military training instructors. Carry out specialized training in education, psychology, military teaching methods, and other fields for the role positioning of retired college student soldiers, fully leveraging their unique advantages of "understanding students and military training", and fully utilizing the advantages of this group in military training work to help students quickly adapt to the training pace; Conduct cognitive training on the characteristics of college students for active instructors, communicate training objectives and standards in advance, strengthen their communication and exchange with retired college students and company teachers, coordinate lesson preparation, and establish a unified training method. Secondly, increasing resource investment is also very important. Strive for special funds to improve training facilities, update aging equipment, build a smart military training information platform, and supplement information-based teaching resources. Thirdly, building a scientific evaluation system is crucial. At the same time, the comprehensive evaluation results of military training can also be included in students' comprehensive quality files as a reference for evaluation, scholarship assessment, and conscription recommendation, reflecting the long-term educational value of military training.

### **5. Epilogue**

The new era has given new missions and challenges to military training in universities. Faced with the current practical difficulties in military training work, such as ideological deviation, outdated content, single mode, and insufficient guarantee, universities must take the initiative and plan systematically with the spirit of reform and innovation. By reshaping the concept and strengthening the strategic value and educational orientation of military training; Through content innovation, build a modular curriculum system that meets the needs of modern national defense; Exploring diversified training paths through mode innovation, including military civilian collaboration and the combination of training and learning; By ensuring quality improvement and establishing a long-term mechanism to support the sustainable development of military training. Only in this way can we break through the bottleneck and effectively enhance the timeliness, scientificity, and effectiveness of military training. In the end, making military training in universities truly an important part of cultivating new talents who are responsible for the great mission of national rejuvenation, and contributing solid strength to building a strong national security barrier and implementing the fundamental task of cultivating morality and talent.

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