

Optimizing the teaching method of the theoretical content of the national defense education course in colleges and universities in Viet Nam

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ABSTRACT: Based on the current teaching status of the theoretical content of the national defense education course in ordinary colleges and universities in Viet Nam, this article focuses on the analysis of objective factors that affect the optimization of the theoretical content of the national defense education course, and creatively explores the teaching that affects the theoretical content of the national defense education course. The subjective factors of method optimization, and the principle of optimizing the teaching method of the course is put forward.

KEYWORDS: National Defense Education Section; Optimization Principle; Teaching Method.

I. INTRODUCTION

National defense education is an indispensable basic education for a country and a nation, an important part of college education, and one of the contents of patriotism education. With the deepening of reforms in universities and the demand for talents from the socialist market economy, the status and role of national defense education in the cultivation of talents in universities has become more and more important. It is important for improving the overall quality of students and cultivating high-quality reserve and reserve officers. , As well as strengthening national defense education for the whole people and enhancing the national defense concept of the whole people have played an important role. There is a lot of work to be done on how to really do a good job and invigorate the teaching of the theoretical content of national defense education courses in colleges and universities on this basis. Military theory teaching in ordinary universities

must scientifically and rationally arrange the teaching process, select teaching content, and use flexible teaching methods to ensure that the teaching effect of the theoretical content of the national defense education course in colleges and universities meets the basic requirements of the syllabus. The problem of "how to teach" the theoretical content of the national defense education course in colleges and universities directly affects the teaching quality. Research on how to optimize the teaching method has important theoretical and practical significance for improving the teaching quality of the theoretical content of the national defense education course in colleges and universities.

II. SUBJECTIVE AND OBJECTIVE FACTORS THAT INFLUENCE THE OPTIMIZATION OF THE TEACHING METHOD OF THE THEORETICAL CONTENT OF THE NATIONAL DEFENSE EDUCATION COURSE IN COLLEGES AND UNIVERSITIES IN VIET NAM

The teaching method plays the role of guiding teaching, regulating the teaching process, and motivating students to actively and actively explore and learn the content taught by the teacher. However, the choice and use of which teaching method is not random, but a series of subjective and objective Factor-constrained. The main objective factors restrict the following points:

1. Teaching objectives

Military courses mainly focus on national defense education and focus on military theory teaching. Through teaching, students can master

basic military theory knowledge, strengthen national defense and national security awareness, strengthen patriotism and collectivism, strengthen organizational discipline, and promote integration. The improvement of quality has laid a solid foundation for the training of qualified reserve personnel and the training of reserve officers.

Military theory is a theoretical system related to the concepts, categories, principles, and principles of the army and war. Each unit and each chapter of military theory teaching content has specific teaching goals, and the problems to be solved are different. This determines the flexibility and diversity of teaching methods, as long as they are helpful to the implementation and realization of teaching goals.

2. Teaching object

The theoretical content of national defense education courses in colleges and universities are offered to students of various majors and junior colleges in ordinary universities. The conditions of college students in different majors are different. This determines that the selection of teaching methods must consider their knowledge level, learning skills, acceptance ability, and emotions. Attitudes, interests and other factors, the choice of teaching methods should not only adapt to their current thinking and acceptance capabilities, but more importantly, help them improve their knowledge and ideological level and military skills, enhance their national defense concepts, strengthen national defense awareness, and promote comprehensive quality. improve.

3. Teaching content

The core content of the theoretical content of the national defense education course in colleges and universities is to impart basic knowledge of national defense thinking, national defense history, national defense laws, etc. This determines that the teaching method cannot be lost, and other methods must be determined based on the teaching content. When using teaching methods, in addition to considering objective factors in teaching, we must also correctly understand our own characteristics. For this reason, it is necessary for us to analyze the following subjective factors:

a. Qualified political and ideological quality

Military theory teachers in ordinary colleges and universities must have "firm political quality, correct political orientation, firm political stance, clear political views, strict political discipline, strong political discrimination, and high political acumen." It needs to be pointed out that the national defense education of college students is not only the teaching of knowledge. To a certain extent, national defense education is also political

curriculum education, and the core of national defense education is patriotism education.

b. Advanced technological quality

In the information age, facing the rapid development of the world's military, military theory teachers in ordinary universities must have advanced scientific and technological qualities and arm themselves with scientific and technological knowledge. Only in this way can they effectively carry out national defense education for college students. We have to deal with local wars under high-tech conditions in the future. If we don't understand some high-tech knowledge, how can we cope with them. Obviously, with the widespread use of information technology in the military field, in order to meet the needs of future high-tech warfare, especially information warfare, military theory teachers in ordinary universities must have rich scientific and technological qualities in order to correctly explain the development trend of national defense struggle and be scientific. Reveal the new characteristics and new laws of modern warfare.

Since the Second World War, the rapid development of modern military technology has caused tremendous changes in the means of warfare, combat methods, and military organization system, and the impact of military technology on military theory has become increasingly direct and profound. The changes and development of military theory have put forward new requirements for the development of military technology, thereby promoting the development of military technology in the direction of adapting to the new strategic needs. Military theory teachers in ordinary colleges and universities must systematically study modern scientific and technological knowledge, and systematically study military scientific and technological knowledge. At the same time, military theory teachers in ordinary universities should also learn modern educational technology and information technology, have the ability to use modern information processing technology proficiently, realize the modernization of teaching methods, and be able to use advanced platforms such as the Internet to carry out national defense education.

c. Broad military quality

Teachers of military theory in ordinary colleges and universities must have profound military qualities. Military quality is the most important professional quality of military theory teachers in colleges and universities. Specifically, military theory teachers in ordinary colleges and universities have solid knowledge of military ideology, modern warfare, and military strategy.

Improving the military quality of military theory teachers in ordinary colleges and universities will help strengthen the innovation ability of military theory teachers in ordinary colleges and universities. Through systematic, comprehensive, solid, and formal military knowledge learning, military theory teachers in ordinary colleges and universities form innovative thinking characterized by positive opposites, keen insight, creative imagination, rich knowledge structure, and active inspiration.

d. Personality characteristics of teachers

Personality is individuality, which refers to the sum of stable psychological characteristics of a person, including needs, temperament, character, ability, quality, etc. Military teachers with different personality characteristics have great differences in choosing teaching methods, and a sound and harmonious personality is the main factor for military teachers to optimize their teaching methods. In terms of personality, military teachers with an introvert personality may be more willing to use teaching and discussion methods that emphasize interpretation and speculation in the teaching process; military teachers with an extrovert personality may pay more attention to situations, participation, debates, etc., which can enliven the atmosphere. Teaching methods. Military teachers should take the initiative to recognize their own personality characteristics, understand their own strengths and weaknesses, and combine their own characteristics to optimize their own teaching methods while improving their personality.

III. THE PRINCIPLE OF OPTIMIZING THE TEACHING METHOD OF THE THEORETICAL CONTENT OF THE NATIONAL DEFENSE EDUCATION COURSE IN COLLEGES AND UNIVERSITIES IN VIET NAM

It is precisely because the teaching of the theoretical content of the national defense education course in colleges and universities is restricted by many subjective and objective factors, military teachers should use flexible teaching methods and should not be uniform. "There are methods for teaching, but there is no definite method." This is the truth. The so-called optimization of the teaching method of the theoretical content of the national defense education course in colleges and universities is to master the characteristics of various teaching methods, scientifically understand the

characteristics of the teachers themselves, and comprehensively use the advantages of the teaching methods, give play to their own strengths, make up for the shortcomings, and integrate the characteristics of the teaching methods. The process of organically combining with the teacher's own factors to give full play to the overall advantages. The following principles should be adhered to in the optimization of the teaching method of the theoretical content of the national defense education course in colleges and universities:

1. Adhere to systemic principles

The military theoretical knowledge system and the actual characteristics of college students require that we must systematically use various teaching methods according to the inherent requirements of this course and the law of college students' ideological and moral development, and gradually accumulate a certain method as the core in teaching. Method system.

2. Adhere to the principle of timeliness

According to the unified requirements of the country, the time for military theory teaching in ordinary colleges and universities is very short. It is very difficult to complete teaching tasks in a limited time and receive certain results. Timeliness often becomes an important factor restricting the optimization of the teaching method of the theoretical content of the national defense education course in colleges and universities. How to use good methods in a limited time The role is a technical difficulty in the reform of teaching methods. This requires us military teachers to continuously summarize and explore how to combine high efficiency with high effects in teaching practice.

3. Insist on the unity of content and methods

Teaching content is still a key factor restricting teaching methods. The optimization of teaching methods for the theoretical content of national defense education courses in colleges and universities must closely focus on the requirements of teaching objectives, tasks, and teaching content, and select teaching methods in a scientific and targeted manner. . In view of the large capacity of this public class, classroom lectures are the main focus, and multiple teaching methods such as self-study, discussion, watching audio-visual materials, inquiry, field visits, and practice are used flexibly. For example, let students learn by themselves some of the teaching content that is not very theoretical and relatively easy to understand, so as to avoid teaching waste; for the introduction of some high-tech weapons and equipment, we combine explanations with audio-visual materials, which

enhances intuitiveness, Interesting, improving the teaching effect; and for contemporary hot issues, a combination of discussion and inquiry is adopted. This not only increases the students' interest in learning, but also exercises the students' ability to analyze and solve problems in the inquiry; If permitted, lead some students to visit military camps and some practical weapons, so as to cultivate students' national defense awareness and capabilities. Whether to achieve the internal unity of teaching content and teaching methods is still an important indicator to measure the optimization of teaching methods.

IV. CONCLUSIONS

National defense education is an indispensable basic education for a country or nation, an important part of higher education, and one of the contents of patriotic education. With the deepening innovation in universities and the demand for talents from the socialist market economy, the position and role of defense education in the training of talents in schools colleges and universities are becoming more and more important. Teaching military theory in ordinary universities must make a scientific and reasonable arrangement of the teaching process, select teaching contents, and use flexibly teaching methods to ensure effective teaching. teaching theoretical content of the subject of national defense education in colleges and universities. Research on methods of optimizing teaching methods has important theoretical and practical significance for improving the quality of teaching theoretical content of defense education in colleges and universities.

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