

Study on the Construction of College English Teaching and Research Team in Military Academies: A Case Study of College English Team of Rocket Force University of Engineering

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Abstract. The construction of college English team in military academies is mostly based on their own training programs and curriculum systems, which optimize the teaching structure, but have little effect in promoting the collaborative development of individuals and teams, and can't satisfy the actual needs of teaching and scientific research innovation. Based on the full investigation of the needs of college English team construction in military academies, this study promotes the overall improvement of individual and team teaching and research levels through three paths: reorganizing the team structure, setting up the team operation mechanism, and building the team culture, so as to achieve the mutual promotion between teaching and research.

Keywords: Military Academies; College English; Teaching and Research Team Construction.

1. Introduction

The Regulations on Education in Military academies (Trial), which came into effect on July 1, 2020, clearly pointed out that "focusing on the operation of the new college system and the characteristics of the growth of new military talents, military academies should adhere to reform and innovation, vigorously promote the modernization of the education concept, system, content, method and governance of military colleges and universities, and establish the internal management and operation mechanism under the new system". Guided by this regulation, the construction of the faculty team is also the focus of the construction of military academies, and is the guarantee and strong support for the cultivation of new military talents. The construction of the faculty team in military academies should focus on the core issues such as the balanced development of disciplines, innovative teaching and research teams, and team operation mechanism. Based on the above background, this study explores the path of the teaching and research team construction suitable for the college English course in military academies, endeavoring to optimize the team construction mode, and promote the parallel and coordinated development of teaching and research.

2. Research Review

In recent years, domestic research on the construction of teaching team in colleges mainly focuses on the problems, obstacles, strategies, elements and paths of teaching team construction. Dou Qingyang (2018) proposes the concept of team building from four aspects: vision construction, organization construction, activity construction and culture construction, with the fundamental concept of building a "community of discipline teaching and research". Li Li (2022) takes Wuzhou University as an example to explore the path of professional English teaching and research team construction by optimizing the team management mechanism, developing the spirit of team cooperation, and building the characteristic culture of teaching and research section.

In terms of theoretical support, the research on teaching team construction mainly adopts community theory, symbiosis theory, cooperative learning theory, organizational behavior theory, etc. Li Yongxia (2022) takes the practical community theory as the guide, and improves the teaching team construction efficiency of English Pronunciation course by setting up team construction goals, optimizing team operation mechanism, and enriching teaching resources. Yin Yiyi (2019) explores the independent development approach of college English teachers under the concept of teaching and

research synergy, and finally constructs the "one body and two wings" theoretical model of professional independent learning and development of college English teachers.

Through the research review, it is not difficult to find that there are few studies on the mutual promotion model of teaching and research team construction, and there is a lack of research on the construction of college English team in military academies. Therefore, there is a lot of room for research on the construction of college English teaching and research team in military academies.

3. Objectives of College English Team Building

3.1. Objectives for Course Construction

The research puts the "intelligent teaching + blended learning" as the basic construction idea, the teaching content of College English is reconstructed, the teaching methods are innovated, the evaluation methods are optimized, the teaching resources are enriched, and the teaching quality and course satisfaction are improved.

3.2. Objective for Improvement of Students' Abilities

Team construction aims to help students adapt to the blended learning mode, improve learning efficiency, enhance students' comprehensive language application ability, promote the development of military English abilities, enhance cross-cultural communication ability, and thus cultivate higher-order critical thinking ability.

3.3. Objectives for Personal Development of Faculty Members

The research aims to cultivate the innovative consciousness and enthusiasm of faculty members, improve the overall teaching level of the team, help faculty members clarify their responsibilities and find the right direction of development, encourage co-teaching and co-research, fully enhance the driving force of the team for personal development, and enhance the team cohesion.

4. The Path of College English Team Building

4.1. Reorganizing the Team Structure

Teaching Team Building is based on the College English curriculum system and the actual situation of teaching innovation. A teaching method innovation group has been set up in addition to the original general English and military English teaching groups. General English and military English groups have been reorganized according to the age, professional level, teaching experience and other factors, and the teachers are allocated on an average basis to ensure the balanced distribution of age, professional level, teaching and research level of each teaching group. Members of the teaching innovation group are composed of young and middle-aged teachers with research intentions and certain teaching experience in the two teaching groups, facilitating innovative teaching methods exploration so as to boost teaching reform. All teachers are divided into three competition coaching units according to the categories of disciplines: speech and debate, writing and translation, listening and reading. The teachers of each competition coaching unit are relatively fixed, which is conducive to the teachers' focus on a single item and the formation of a long-term mechanism for competition guidance (see Table 1).

The reorganization of research teams is based on teaching groups. The teachers of high professional levels are encouraged to form research teams to focus on a direction or field according to the teaching content. Based on the instrumentality and humanity of the College English course, its teaching presents a special paradigm different from other disciplines, so the research focus is mainly reflected in research-based teaching and teaching-based research (Yin Yiyi, 2019). Research-based teaching mainly focuses on "teaching", including curriculum system construction, teaching method research, and teaching material development. Teaching-based research mainly focuses on "learning", including

teaching efficiency evaluation, learning efficiency evaluation, learning demands, and learning ability analysis. Based on the above categories, the general English teaching group is divided into two research teams: research-based teaching team and teaching-based research team. The team members are free to combine and cooperate voluntarily. Based on the school-based characteristics and the development strategy of the armed forces, the military English teaching group is divided into two research teams: the strong enemy research and the characteristics of the rocket force research (See Table 1).

Table 1. The Structure and Research Direction of College English Teaching and Research Team

Basic Information	Age (personnel)			Professional Rank (personnel)			Research Direction
	20-35	35-50	50-65	Senior	Medium	Junior	
General English	10	5		5	7	3	1. research-based teaching 2. teaching-based research
Military English	2	8	2	6	6		1. strong enemy research 2. characteristics of the rocket force research
Teaching Approach Innovation	6	8		6	8		1. first-class curriculum construction 2. innovative teaching approach

4.2. Constructing the Team Operation Mechanism

The teaching team adopts two major mechanisms: "mentorship" and "teaching competition evaluation". The mentorship mechanism is implemented in the cultivation of teaching ability, with the experienced leading the new. Those teachers with rich teaching experience in the general English and military English groups mentor the junior teachers, standardize the teaching documents, familiarize themselves with the teaching plan, and check the teaching design; the teachers with outstanding performance in teaching competitions offer help to the young teachers, facilitating them to explore innovative teaching approaches through independent learning and cooperative learning, and improve the teaching efficiency. The teaching team advocates benign competition within the team. Through the teaching competition evaluation mechanism, the young and middle-aged teachers are encouraged to improve their teaching ability by using various teaching platforms in the form of individuals or teams, to promote teaching by competition, to evaluate teaching by competition, and further to incubate teaching stars. The year-end evaluation is carried out for teaching groups and personnels within groups. The team or individual with outstanding teaching performance should be appropriately rewarded by the section, and the results can be used in the year-end evaluation.

The research team adopts two major mechanisms: "team cooperation" and "subject guidance". In order to improve the research level, the team leader and its members have regular discussions through cooperative learning. The team cooperation is mainly based on intra-school cooperation and cross-school cooperation: intra-school cooperation encourages college English faculty to cooperate with professional departments and seek interdisciplinary integration; cross-school cooperation encourages the faculty to cooperate with other military academies and local higher education institutions, focusing on frontier research fields. Throughout the development of the team, the subject guidance

mechanism is adopted. The team leader closely follows the direction of the group's research, seeks for vertical subjects with the help of three-level research platforms: the university, provincial and national subjects. The team leader develops horizontal topics with local enterprises and institutions and higher educational institutions, so as to establish the teaching and research community as well as the personal development platform, and to nurture the academic leaders. The subject exploration is based on the project, and is driven by experts from inside and outside of the academy. They do research in a certain field, accumulate academic achievements, promote the depth of scientific research, broaden the width of scientific research, and drive the overall improvement of the team's research level.

4.3. Building the Team Culture

As the basic teaching unit in military academies, the culture of teaching and research section is an internal driving force. The management and operation of the team cannot rely only on administrative power or overly on the discipline leader. Combining with the actual situation of military academies and the positioning of College English course, this study puts forward the following characteristics of cultural construction in team building:

Dedication to teaching, devotion to research. Military cadets and local university students are different in many aspects, so a good military teacher should first care about the cadets, understand their actual needs, take the initiative to help them solve the problems in learning, and adjust the teaching methods according to their actual conditions, make full use of the limited classroom time to get cadets fully involved, and stimulate their enthusiasm for learning. This requires the teachers to dedicate to work, and actively devote to research, prepare and teach every class well, and effectively offer proper challenges and improve the satisfaction of College English.

Preparing for battle, training for war. As the only humanities among the basic subjects in our university, how to highlight its military characteristics and serve the training of military personnel in the College English course has been the primary purpose of team building. "Preparing for war, language is a strong combat force", its fundamental intention is to fully integrate military characteristics into language teaching and highlight the fundamental attribute of "College English" course "for war and toward war". The fundamental attribute of military academies is taken as an important consideration in the path of teaching and research team construction. "Training people for war" is the fundamental starting point and ultimate foothold of college English team building.

Cohesion for joint force, cooperation for mutual benefits. Any team is composed of members with individual differences, especially the teaching and research team in universities, whose faculty members have good educational background and active thinking. Therefore, the lack of joint force and cooperation is the norm. Building team culture should fully consider and respect the individual differences among faculty members, encourage cooperation for mutual benefits, rather than forcibly unify ideas and force participation through administrative force. College English teams should adhere to the "voluntary principle", "common interest principle" and "heterogeneity principle" when reorganizing team structure, seek similarities while reserving differences, encourage faculty members to choose teaching and research groups according to their own interests, and voluntarily establish cooperative relations with other faculty members according to their own strengths and weaknesses. In the setting of team operation mechanism, we should adhere to the concept of "advocating benign competition, promoting cooperative learning, and encouraging co-teaching and co-research", put an end to undoings, establish a competition mechanism while promoting team cooperation, organically combine personal interests with team interests, firmly tie personal development with team development, stimulate collective sense of honor and cohesion, and promote the benign and sound development of college English teams.

5. Conclusion

This study optimized the construction mode of College English teaching and research team by reorganizing the team structure, setting up the team operation mechanism and building the team culture. It has improved the overall teaching and research level of individuals and the team, realized the mutual promotion of teaching and research capabilities, enhanced the team consciousness, and successfully established the college English team culture of military academy. At the same time, the course quality was significantly improved, and the students' comprehensive language ability and military English capability were fully developed.

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