



Analysis of Training Objectives and Model Construction for a Specific Professional Skill in Armored Equipment for Emerging Talent Development

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Abstract. To cultivate students with robust capabilities and qualities, implement emerging talent development plans, and establish specialized talent training programs, courses related to a specific professional skill in armored equipment are introduced. To meet the professional skill development requirements of emerging talents, it is essential to conduct in-depth research on a series of issues concerning the cultivation of the specific professional skill. Based on an analysis of the professional skill requirements for emerging talents, this paper delves into the training objectives for this specific skill. By examining fundamental skills, enhancing professional skills, and training organization capabilities, the training objectives for the specific professional skill are clarified. Additionally, a capability development model is constructed to provide theoretical support for studies on aspects such as the content of shooting training, the organization of training, and the evaluation of teaching and training. This ensures the enhancement of talent cultivation quality.

Keywords: Emerging talent; professional skill; capability training objectives; model construction.

1 Introduction

To better meet the demands of talent cultivation and address the issue of talent development quality, an innovative talent cultivation plan has been proposed. This plan aims to explore future talent training models and cultivate a cadre of top-tier emerging talents with outstanding abilities, thereby establishing a distinctive brand in talent cultivation and teaching training models. In accordance with the talent development scheme, specialized courses in armored equipment will be introduced within relevant disciplines. These courses will enable students to proficiently operate typical armored equipment, master a specialized skill, and flexibly utilize the equipment, achieving professional technical standards and possessing robust capabilities[1][2].

The preliminary concept of the emerging talent cultivation plan includes offering specialized courses in armored equipment for certain disciplines. These courses en-

sure that students can adeptly operate third-generation equipment, master professional skills, and flexibly organize and utilize this equipment, achieving professional technical standards[3].

To delve deeper into the issues concerning the cultivation of a specific professional skill for emerging talent, this paper, based on an analysis of the demands for the specific professional skill, examines teaching syllabus, talent cultivation programs, and regulatory documents to understand the basic requirements set by higher-level regulations for particular professional capabilities. It analyzes the goals of cultivating specialized skills in emerging talents and clarifies these goals by outlining basic skills, supplementary professional skills, and organizational training abilities. The study constructs a competency development model to provide theoretical support for research into the instructional content, organizational training models, and evaluation mechanisms for teaching and training of a specific professional skill. This approach is of significant importance for building robust professional capabilities in emerging talents and laying a solid foundation for their long-term development.

2 Analysis of Requirements for a Specific Professional Skill

The majority of students being trained are destined for positions at the grassroots level, where they will inevitably be involved in the organization and implementation of training. The proficiency of their specialized skills in armored equipment significantly impacts whether their units can meet the high standards set by higher authorities, and it also plays a crucial role in the capability development of the unit. Analyzing how to enhance the quality of students' specialized skills begins by understanding the actual demands of future positions and training requirements for these emerging talents' specific skills. This paper utilizes a primarily questionnaire-based survey to grasp the real-world training conditions at grass-roots units and the specific demands of graduate positions relating to the specific professional skill, providing a baseline reference for subsequent research.

2.1 Analysis of the Professional Skill Training at Grassroots Units

2.1.1 Overview of the Questionnaire Survey.

A comprehensive questionnaire was conducted among grassroots units to primarily gauge the demand for the specific professional skill required for the students' future positions. The questionnaire was anonymous and comprised 18 questions, including 15 multiple choice questions (some of which were multiple-answer), to ensure an extensive coverage of essential topics and to avoid leaving out any important issues not covered by the questionnaire design. To provide a platform for uninhibited feedback, three open-ended questions were included, allowing respondents to freely express their opinions and suggestions.

The questionnaire was divided into seven modules:

Questions 1-3 aimed at understanding the duties, professional skill levels, and the equipment situation of respondents' units;

Questions 4-5 focused on assessing the state of professional theoretical knowledge within the units;

Questions 6-7 explored the basic training in the professional skill at the units;

Questions 8-10 examined the application training of the professional skill at the units;

Questions 11-12 were directed at understanding the collective training environment within the units;

Questions 13-15 sought detailed insights into the specific needs for the professional skill within the units;

Questions 16-18 aimed at gathering additional comments and suggestions from the participants.

2.1.2 Analysis of Questionnaire Results.

A total of 104 valid responses were collected from the questionnaire survey, which included participants from various hierarchical positions, distinguishing between those who graduated within the last year and those who graduated more than a year ago. By analyzing and summarizing the collected data, an authentic insight into the demand for specific the professional skill at the grassroots level was obtained. The analysis of the demand for these the professional skill is detailed as follows:

1)Theoretical Learning.

Question 4 revealed that only 33.3% of the units organize professional theoretical teachings led by graduated students, indicating a significant need for further enhancement in the theoretical knowledge among graduates.

Question 5 showed that the coverage of professional theoretical learning includes: Basic Applied Theory (24.6%), Construction and Principles (28.6%), Maintenance and Care Theory (27.1%), and Training Methodologies (18.9%). The majority view these areas as important, suggesting that units should organize systematic professional theoretical training.

2)Basic Professional Training.

Question 6 highlighted the primary training equipment used in units, which included training simulators (cabin-style) (23.9%), portable simulators (24.4%), specific training devices (16.0%), and multi-use training rigs (34.7%). The data reveals that training simulators and multi-use training rigs are considered crucial by most, while only 16.0% find a specific training device particularly important. For armored equipment with modern control systems, simulators and specific training devices should be the main equipment for critical shooting skills training, indicating a lack of profound understanding of equipment systems at the grassroots level and ineffective training guidance. This issue is also reflected in Question 7, which will not be detailed again here.

3)Professional Application Training.

Questions 8-10 showed that operators usually complete 4 to 6 practice rounds (66.0%), and the training is often organized and implemented by personnel related to

the positions that graduating students are expected to hold (76.2%). This suggests a considerable demand for organizational skills in basic level positions concerning training abilities.

4)Unit Organizational training.

Questions 11-12 reported that most units have conducted organizational training (92.7%), with only a few exceptions; training is commonly organized by individuals related to the future positions of graduated students (85.4%). This indicates a high requirement for the ability to organize organizational training in basic level positions.

5)Specific Professional Skill Needs.

Question 13 identified the essential professional skill for newly graduated students as: professional theoretical teaching (31.4%), skill demonstration (34.7%), and training organization (33.9%), underscoring the importance of these skills for new graduates. Reflections in Question 14 corroborate this finding, which will not be elaborated further here.

Question 15 suggested that the most crucial basic skills include Skill 1 (33.5%) and Skill 2 (28.7%), with the most challenging aspects of organizational training being Skill 3 (29.7%) and Skill 4 (37.5%), indicating that these are focal and challenging areas of training.

6)Suggestions for the Professional Skill Training.

Regarding theoretical teaching and training content: In addition to the five basic skills defined by professional technical standards, there should be a focus on fault diagnosis and correction, as well as strengthening professional guidance, enhancing application training, integrated training, and organizational training.

Regarding training organization: Implementing mentorship through senior-junior partnerships, establishing support groups, tiered training implementation, inviting expert instruction, and focusing on developing training organization skills.

2.2 Analysis of Demand for The Professional Skill in Assigned Positions

An analysis of the demand for the specific professional skill in the military positions that new graduates are assigned to was conducted based on the results of the questionnaire survey.

2.2.1 Regarding Professional Theory.

Firstly, there's a need to enhance students' capabilities to organize and teach professional theory, preparing them to undertake such responsibilities in their future positions.

Secondly, students should be required to master a solid foundation of professional theoretical knowledge, thereby establishing a robust theoretical base for themselves.

Thirdly, it is essential to study systematic professional theory, including construction and principles, basic application theory, maintenance theory, and training methodologies.

2.2.2 Concerning Professional Training.

Once students join the military and undergo necessary position training, they must possess the ability to organize professional training.

Firstly, excel in mastering skills and collaborative abilities to elevate their own professional skill levels.

Secondly, apply the basic theories learned to effectively guide training sessions, correct erroneous training concepts and methods, and improve training outcomes.

Thirdly, proficiently grasp organizational methods and progressively conduct organizational training on the basis of single equipment training.

Fourthly, focus on training the five fundamental skills, highlighting the key points in training and resolving difficult aspects.

Fifthly, it is also vital to emphasize training in inspection, adjustment, maintenance, and troubleshooting.

2.2.3 Organizational Training Abilities.

Firstly, fortify the ability to teach professional theory.

Secondly, enhance the ability to demonstrate the professional skill.

Thirdly, combine theory with practice, ensuring the fulfillment of various training requirements.

Fourthly, strengthen the organization and implementation of training, making it more scientific and standardized.

Fifthly, improve the ability to inspect and guide, promptly correcting any issues that arise during training sessions[4].

3 Analysis of Training Objectives for the Specific Professional Skill

Building upon the previous analyses of the demand for the specific professional skill and the development of this skill, this section delves into the training objectives for cultivating emerging talents in these professional areas. The focus is on summarizing and identifying the professional skill and organizational training abilities that need to be cultivated, beyond the five basic skills, providing a theoretical foundation for subsequent research.

3.1 Basic Skills Requirements for Emerging Talent in the Specific Professional Skill

Upon analyzing the basic requirements outlined in the new equipment training guidelines, it becomes evident that the skill requirements for training in a specific profes-

sional field align closely with those of typical equipment training in the past. These requirements encompass the five fundamental skills, as well as system inspection, adjustment, maintenance, and troubleshooting[5].

Furthermore, an examination of the training program for cultivating new combat personnel, specifically in the field of marksmanship, reveals that proficiency in armored equipment-related specialized skills is essential. This entails attaining a professional technical level, organizing the maintenance of typical equipment, and conducting basic troubleshooting and analysis. These requirements closely align with the expectations outlined in the new equipment training guidelines[6][7].

3.2 Leadership Skills Requirements for Emerging Talent in the Specific Professional Skill

Within the basic requirements outlined in the new equipment training guidelines, there is a clear emphasis on the ability to meticulously organize and coordinate as well as to provide timely and accurate command.

An examination of the requirements for a specific professional skill within the emerging talent development program reveals that under the category of leadership skills, students are expected to have a mastery of command. This entails the ability to command according to plans, to flexibly handle situations, to promptly report and communicate using multiple means of communication with superiors and peers for coordinated actions, and to adeptly operate equipment and organize its usage.

The leadership skills proposed in the emerging talent development program are specifically manifested in the context of a particular professional skill. This so-called leadership ability in this professional field denotes the capacity to utilize all resources in an organized and planned manner according to tasks and practicalities, swiftly achieving objectives.

Combining the training guidelines and the emerging talent development program, a summary of specific requirements for professional leadership skills encompasses five key aspects, which are briefly outlined in this text.

3.3 Organizational Training Skills Requirements for Emerging Talent in the Specific Professional Skill

Organizational training skills encompass the ability to organize specialized training and to lead trainees in their training endeavors. Within the basic requirements outlined in the new equipment training guidelines, it is explicitly stated that unit leaders should be able to organize and implement organizational training within their respective units.

An examination of the requirements for a specific professional skill within the emerging talent development program reveals that under the category of objectives, students are expected to master the procedures and methods for organizing organizational training and possess the ability to demonstrate and instruct. In terms of management skills, the program clearly emphasizes the students' need for strong organizational training abilities, which include a grasp of regulatory content, the ability to

organize training, and the achievement of corresponding standards. It is apparent that the emerging talent development program sets high expectations for professional organizational training abilities, namely, the mastery of training organization procedures, the ability to demonstrate and instruct, and specifies the specific content standards.

Combining the training guidelines and the emerging talent development program, a summary of specific requirements for organizational training abilities comprises ten fundamental skills, which are outlined briefly in this text.

4 Construction of a Development Model for the Specific Professional Skill

Through an analysis of the objectives for cultivating the specific professional skill in emerging talent, it can be summarized that the main objectives for cultivating the specific professional skill in emerging talent include three aspects: basic skills, leadership abilities, and organizational training abilities. Based on the guidelines for new equipment training and the emerging talent development program, the constituent elements of basic skills, leadership abilities, and organizational training abilities are analyzed and summarized. Building upon this foundation, a model for developing the specific professional skill in emerging talent within a certain field is constructed. The constituent elements of basic skills include five fundamental skills and the ability to maintain and troubleshoot typical equipment for maintenance and minor faults, totaling seven elements. The constituent elements of leadership abilities encompass five elements, while the constituent elements of organizational training abilities encompass ten elements. The specific model is omitted in this text.

5 Conclusions

The present study, through the analysis of the objectives for cultivating the specific professional skill in emerging talent and the construction of a model, clearly delineates the specific goals for cultivating the specific professional skill and the constituent elements of the skills development model. This can provide theoretical support for the subsequent research into determining the content of teaching and training for the specific professional skill, establishing organizational training patterns, and assessing teaching and training methods. Due to specific reasons, certain constituent elements of specific capabilities and the construction of the model are not presented in this paper. However, this does not detract from the main purpose, which is to propose an approach to the development of a “job position requirements - skill element composition - skills development model - selection of teaching content - teaching organization model” for the construction of a specific professional skill course. This approach holds significant reference value for similar course development and even for teaching implementation.

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