

Research on the Construction and Path of the Training System for Non-commissioned officer Students Driven by Military-Civilian Collaborative Innovation

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Abstract: Against the backdrop of the rapid development of global military technology and national defense construction, military-civilian collaborative innovation has become an important strategic measure to enhance a country's comprehensive strength. In view of the problems existing in the current training process of non-commissioned officer students, this paper proposes to construct a training system for non-commissioned officer students driven by military-civilian collaborative innovation, and elaborates on the construction strategies in detail from aspects such as training objectives, collaboration mechanisms, curriculum Settings, practical teaching, and faculty construction. By implementing these strategies, the aim is to cultivate a group of high-quality and professional non-commissioned officers to meet the demands of modern warfare and national defense construction.

Keywords: Military-civilian collaboration; Non-commissioned officer student; Cultivation system; Path research

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1. Introduction

With the increasingly complex and changeable international situation, cultivating high-quality non-commissioned officer talents has become the key to safeguarding national security and interests. However, there are some problems in the current training process of non-commissioned officer students, such as unclear training objectives, unreasonable curriculum Settings, and insufficient practical teaching. To solve these problems, this paper proposes to construct a military-civilian collaborative innovation-driven training system for non-commissioned officer students, aiming to improve the quality and efficiency of non-commissioned officer student training by integrating military and civilian resources, optimizing allocation, and complementing each other's advantages.

2. Clarify the training objectives and highlight military characteristics

In the process of constructing a training system for non-commissioned officer students driven by military-civilian

collaborative innovation, clarifying the training objectives is the primary and crucial step. This system aims to cultivate a group of non-commissioned officers with high quality and professional capabilities for the country, so as to meet the demands of modern warfare and the long-term development of national defense construction. The setting of training objectives must be guided by the goal of strengthening the military, highlighting military characteristics, and at the same time focusing on the needs of emergency combat preparations.

First of all, the goal of strengthening the military is the general guideline for national defense and military construction in the new era. In the training system for non-commissioned officer students, we must internalize the goal of strengthening the military and externalize it in our actions to ensure that the non-commissioned officer students we cultivate can become the backbone force in the modernization of the military. This means that our training objectives should not only meet the needs of military development, but also be capable of leading and promoting the military to a higher level^[1].

Secondly, military characteristics are the core of the training system for non-commissioned officer students. When setting training objectives, we must closely integrate with the actual needs of the military, highlighting the cultivation of military quality, professional skills, organizational coordination ability and innovation ability, etc. Specifically, military quality: Cultivate non-commissioned officer students to have a solid theoretical foundation in military affairs, excellent military skills and a good military style. Professional skills: According to the demands of various military branches and arms, non-commissioned officer students are trained to master advanced professional skills such as weapon and equipment operation, communication and liaison, and battlefield rescue. Organizational and coordination skills: Enhance the organizational and command abilities as well as communication and coordination skills of non-commissioned officer students through simulation exercises, teamwork and other means. Innovation ability: Encourage non-commissioned officer students to be courageous in innovation in military theory and practical exploration, propose new ideas and methods, and contribute to the modernization of the military.

Secondly, focus on the needs of emergency combat preparations. With the complexity and variability of the international situation, emergency combat capabilities have become an important direction for military construction. In the training system for non-commissioned officer students, we must focus on the needs of emergency combat readiness and cultivate the ability of non-commissioned officer students to respond quickly and adapt flexibly. This requires us to focus on cultivating the emergency combat awareness, combat skills and combat psychology of non-commissioned officer students in the training objectives, ensuring that they can be mobilized, step up and win at critical moments^[2].

Finally, pay attention to the cultivation of ideological and political qualities. Ideological and political quality is the soul of the training system for non-commissioned officer students. During the training process, we must focus on cultivating the ideological and political qualities of non-commissioned officer students, enabling them to possess firm political beliefs, noble moral cultivation and a strong sense of patriotism. This requires us to guide non-commissioned officer students to establish correct worldviews, outlooks on life and values through ideological and political education, the inheritance of red culture and other means, and enhance their sense of national consciousness, ethnic consciousness and sense of responsibility.

3. Build a military-civilian integration and collaboration mechanism to achieve resource sharing

In the current environment where national security and development are given equal importance, military-civilian integration has become an important way to enhance the country's comprehensive strength and promote the in-depth integration of national defense construction and economic development. Especially in the field of non-commissioned officer training, establishing a military-civilian integration and collaboration mechanism can not only optimize resource allocation and achieve complementary advantages between the military and civilian sides, but also provide a strong guarantee for cultivating high-quality and professional non-commissioned officer talents. This article will deeply explore the construction of the military-civilian integration collaboration mechanism, with the core goal of achieving resource

sharing.

Firstly, the military-civilian integration and collaboration mechanism serves as the foundation of the non-commissioned officer training system. Its core elements include collaboration goals, collaboration contents, collaboration subjects, collaboration paths, and collaboration principles: Collaboration goal: Clearly define the cultivation of high-quality non-commissioned officer talents as the core to promote the deep integration of national defense construction and economic and social development. The collaborative content covers multiple aspects such as the formulation of talent cultivation plans, the sharing of teaching resources, the joint construction of laboratories and research centers, and the participation of technology-oriented enterprises. The collaborative entities include military academies, local universities, research institutions, technology-based enterprises, etc., forming a diversified and all-round collaborative network. Collaboration path: Deep collaboration can be achieved through signing cooperation agreements, establishing joint training institutions, and carrying out resource-sharing projects, etc. Collaboration principles: Adhere to the principles of equality and mutual benefit, complementary advantages, resource sharing, and collaborative innovation to ensure the long-term stable operation of the collaboration mechanism.

Secondly, to achieve the sharing and complementary advantages of resources, technology and talents between the military and local authorities, the following specific measures can be taken: First, establish a joint military-local training institution: Military academies and local universities should closely cooperate to jointly establish a joint training institution for non-commissioned officer students. Formulate a unified talent cultivation plan and teaching program to ensure that non-commissioned officer students not only possess solid military literacy but also master advanced science and technology. Second, carry out the sharing of military-civilian teaching resources: Utilize modern information technology means such as the Internet and big data to achieve remote sharing and interactive teaching of teaching resources. Jointly build laboratories and research centers to provide advanced experimental equipment and scientific research platforms for non-commissioned officer students. Invite military and civilian experts to give academic lectures and engage in academic exchanges to broaden the academic horizons of non-commissioned officer students. Third, promote the participation of technology-based enterprises in joint training: Encourage technology-based enterprises to cooperate with military academies and provide advanced technology and equipment support. Enterprises can participate in the practical teaching and internship training of non-commissioned officer students, providing them with a real professional environment and operational opportunities. Through school-enterprise cooperation, jointly carry out scientific research projects and technological breakthroughs to enhance the innovation ability and practical level of non-commissioned officer students^[3].

Finally, to ensure the effective operation of the military-civilian integration collaboration mechanism, corresponding safeguard measures need to be established: Policy support: The government should introduce relevant policies to encourage and support the establishment and development of the military-civilian integration collaboration mechanism. Financial input: Increase financial input for military-civilian integration projects to ensure the smooth progress of all collaborative activities. Regulatory evaluation: Establish a scientific regulatory evaluation system to regularly assess and provide feedback on the operational effectiveness of the collaboration mechanism, promptly identify problems and make improvements. Talent cultivation: Strengthen exchanges and cooperation between the military and local authorities in talent cultivation, and jointly cultivate non-commissioned officer talents with interdisciplinary and cross-field knowledge and abilities.

4. Optimize the curriculum and strengthen practical teaching

In the construction of a military-civilian collaborative innovation-driven training system for non-commissioned officer students, curriculum design and practical teaching play a crucial role. The effective combination of the two can not only provide non-commissioned officer cadets with a comprehensive and in-depth knowledge system, but also exercise their professional skills and comprehensive qualities through practical operations, thereby better adapting to the complex and changeable nature of modern warfare and the urgent needs of national defense construction^[4].

4.1. Optimize the curriculum design to lay a solid foundation

The curriculum design is the cornerstone of the training system for non-commissioned officer students. Under the background of military-civilian collaboration, the curriculum design should be closely centered around the training objectives, quality standards for commissioned officers (CSOs), as well as the actual demands of military branch vocational positions. Specifically, the curriculum system should cover the following key aspects: Basic theories: including basic knowledge such as military theory, tactical strategy, and national defense science and technology, laying a solid theoretical foundation for non-commissioned officer students. Professional skills: According to the differences in military branches and positions, corresponding professional skills courses are set up, such as weapon and equipment operation, communication technology, battlefield rescue, etc., to ensure that non-commissioned officer students possess solid professional skills. Comprehensive quality: Emphasis is placed on cultivating the ideological and political quality, organizational and coordination ability, innovation ability and psychological endurance of non-commissioned officer students, etc., to comprehensively enhance their comprehensive quality.

In the process of curriculum design, attention should also be paid to the combination of theory and practice. By introducing international advanced teaching concepts and methods, such as Project-based Learning (PBL) and flipped classrooms, the learning interest and innovative thinking of non-commissioned officer students can be stimulated, helping them better understand and master the knowledge they have learned^[5].

4.2. Strengthen practical teaching to enhance practical combat capabilities

Practical teaching is an indispensable part in the training process of non-commissioned officer students. By strengthening the practical teaching links, non-commissioned officer students can exercise their practical operation ability and problem-solving ability in the real combat environment and equipment operation. Specifically, practical teaching can be strengthened and combat capabilities enhanced through the following approaches: Establishing joint military-civilian internship bases: Establish cooperative relationships with local universities, research institutions, and enterprises, etc., to jointly establish joint military-civilian internship bases. These bases can provide real combat environments and equipment operation opportunities, allowing non-commissioned officers to conduct actual combat exercises in a simulated battlefield environment, thereby gaining a deeper understanding and mastery of the knowledge they have learned. Conduct simulation exercises and case analyses: Through teaching activities such as simulation exercises and case analyses, non-commissioned officer students can practice emergency combat and teamwork in a simulated battlefield environment. These activities can not only help non-commissioned officer students improve their ability to deal with complex situations, but also cultivate their teamwork spirit and innovative consciousness. Strengthen the assessment and evaluation of practical operations: To ensure that the practical operation ability and comprehensive quality of non-commissioned officer students meet the training requirements, it is necessary to strengthen the assessment and evaluation of their practical operations. Through regular assessment and evaluation, problems and deficiencies existing in the practical operation of non-commissioned officer students can be identified in a timely manner, and targeted measures can be taken to improve and enhance them^[6].

5. Strengthen the construction of the teaching staff and improve the teaching level

The construction of teaching staff is a key link in the training system for non-commissioned officer students. When constructing a training system for non-commissioned officer students driven by military-civilian collaborative innovation, efforts should be made to strengthen the construction of teaching staff and improve the teaching level. Specifically, exchanges and cooperation between military and civilian teachers can be carried out, and mutual exchanges between military and civilian teachers can be organized to enhance teaching proficiency and broaden horizons. Meanwhile, it can broaden the channels for introducing local technical talents and attract local technical talents with high-level skills and rich experience to join the military education system. By introducing local technical talents, the teaching level and scientific research ability of military education can be enhanced^[7].

In addition, the training and assessment of teachers should also be strengthened. Teaching seminars, academic lectures and other activities can be held regularly to provide a platform for teachers to learn and exchange. Meanwhile, a teaching quality supervision and evaluation institution can be established to supervise and evaluate the teaching quality and teaching effect of teachers. By strengthening the construction of the teaching staff, a group of teachers with high quality and teaching ability can be cultivated, providing a strong guarantee for the training of non-commissioned officer students.

6. Improve the evaluation and feedback mechanism and continuously enhance the training system

The evaluation and feedback mechanism is an important guarantee for building a military-civilian collaborative innovation-driven training system for non-commissioned officer students. By improving the evaluation and feedback mechanism, problems and deficiencies existing in the training process can be discovered and solved in a timely manner. Specifically, a diversified assessment system can be established, covering aspects such as academic performance assessment, practical ability assessment, and comprehensive quality assessment. Meanwhile, a regular feedback mechanism can be established to collect feedback from non-commissioned officer students, teachers and employers, and continuously improve and optimize the training system^[8].

In the process of evaluation and feedback, objectivity and fairness should be emphasized. A combination of quantitative indicators and qualitative evaluation can be adopted to conduct a comprehensive assessment of the learning outcomes and comprehensive qualities of non-commissioned officer students. Meanwhile, the application and analysis of the assessment results should be strengthened to provide a scientific basis for improving the training system.

7. Expand channels for talent cultivation and attract outstanding talents to join

In order to build a training system for non-commissioned officer students driven by military-civilian collaborative innovation, it is particularly important to broaden the channels for talent cultivation. This measure aims to attract more outstanding talents to join the ranks of non-commissioned officer students, injecting fresh blood and vitality into the national defense cause.

Specifically, first of all, it is necessary to strengthen cooperation and exchanges with local universities and research institutions. Local universities and research institutions, with abundant educational resources and strong research capabilities, are important partners in broadening the channels for talent cultivation. By strengthening cooperation and communication with these institutions, scientific research projects and talent cultivation can be jointly carried out, achieving resource sharing and complementary advantages. This can not only enhance the professional quality and innovation ability of non-commissioned officer students, but also provide them with a broader academic vision and practical platform. Among them, the cooperation methods can be diversified, such as jointly holding academic lectures and seminars, jointly undertaking scientific research projects, and conducting internships and practical training, etc. Through these activities, experts and scholars from local universities and research institutions can provide valuable guidance and suggestions to non-commissioned officer cadets, helping them grow and develop better^[9].

Secondly, it is necessary to carry out recruitment promotion activities to attract young people with aspirations to apply for non-commissioned officer positions. Recruitment promotion is a key link in attracting outstanding talents to join the training system for non-commissioned officer students. Relevant departments can promote the training objectives, development prospects and preferential policies for non-commissioned officer students to a large number of young students through various channels and forms, such as campus recruitment presentations, live online broadcasts, and social media promotions. In particular, the important position and role of non-commissioned officer students in the national defense cause should be highlighted to inspire their patriotic enthusiasm and aspiration to serve the country. At the same

time, active-duty non-commissioned officers and outstanding non-commissioned officer student representatives can also be invited to share their growth experiences and inner journeys, using their personal experiences to inspire and encourage more young people with aspirations to devote themselves to the national defense cause. Through these activities, the popularity and appeal of non-commissioned officer students can be effectively enhanced, attracting more outstanding talents to apply.

Finally, a selection mechanism for outstanding non-commissioned officer students should be established and they should be commended and rewarded. In order to encourage non-commissioned officer students to be proactive and strive for excellence, we need to establish a scientific and fair selection mechanism to give recognition and rewards to outstanding non-commissioned officer students. This can not only stimulate the learning motivation and innovative spirit of non-commissioned officer students, but also create a positive and upward atmosphere throughout the entire training system. The selection mechanism can include multiple aspects such as academic performance, scientific research achievements, military quality, and teamwork. Through regular assessment and comprehensive evaluation, we can select outstanding non-commissioned officer students and offer them corresponding honors and rewards, such as scholarships, honorary titles, and promotion opportunities. These incentive measures will effectively stimulate the enthusiasm and creativity of non-commissioned officer students and cultivate more outstanding talents for the national defense cause^[10].

8. Conclusion

Constructing a training system for non-commissioned officer students driven by military-civilian collaborative innovation is an important way to improve the quality and efficiency of non-commissioned officer talent cultivation. Through the implementation of strategies such as clarifying the training objectives, establishing a military-civilian integration and collaboration mechanism, optimizing the curriculum setting, strengthening the construction of teaching staff, and improving the assessment and feedback mechanism, a group of high-quality and professional non-commissioned officer talents can be cultivated. Meanwhile, through the exploration of paths such as broadening the channels for talent cultivation, the quality and level of non-commissioned officer talent cultivation can be further enhanced. In the future, with the in-depth implementation of the military-civilian integration strategy and the continuous development of national defense, building a military-civilian collaborative innovation-driven training system for non-commissioned officer students will become an important direction for cultivating high-quality non-commissioned officer talents.

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