

Exploration on the Strategies of Training the Learning Ability of Nursing Major under the Connection of Secondary Vocational and Higher Vocational Education——Take Yunnan Open University as an Example

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Abstract : Taking the secondary vocational education established by the Open University of Yunnan as an example to connect the nursing specialty of higher vocational education, it is discussed that the nursing specialty teaching starts from the ability-based, employment-oriented, vocational education-based, and from the teaching mode design, method design and teaching practice. In designing strategies to enhance the learning ability of learners, improve the application ability of knowledge, innovative thinking ability and lifelong learning ability under the connection of secondary vocational and higher vocational.

Keywords : Link Between Secondary and Higher Vocational Education; Learning Ability; Training Strategy

The Nursing Department that connects secondary and high vocational education offered by the Open University of Yunnan is a special type of education. It is for students from secondary vocational schools to learn from higher vocational schools. It focuses on cultivating students to have the national, industry or employer abilities that meet the requirements of vocational positions. Compared with the education of other schools, there are the following differences between our school's secondary and higher vocational education: Learning in secondary vocational education is mainly full-time classroom learning, supplemented by homework and group discussions; While in higher vocational education learning is mainly based on online teaching videos made on our school's teaching platform. Teachers mainly use webcast and tutoring as supplementary. Students must complete online learning plans, online homework, after-school exercises and group discussions on time. As the main body of learning, students need to exert their subjective initiative in the learning process and complete the learning independently, and the main influencing factors of the learning effect are: learners' learning attitude, learning goals, learning expectations, learning methods and learning capabilities. Then, in the network teaching environment, how teaching resources and teaching activities play their due positive role, and how to cultivate and improve the autonomous learning ability of the students who join the middle and high vocational schools need to be explored.

The author analyzes the academic situation of the students who join the middle and higher vocational schools in our school. The main features are as follows: First, the entrance age is relatively young, mostly 15-16 years old, and the students' cultural foundation level is slightly poor. Second, students often follow the suggestions of their parents and family members when choosing majors. They are blinded and confused. Their career planning goals are confused. The learning method is mainly based on passively accepting knowledge. They lack the attitude of autonomous learning, but they have great plasticity and flexibility. Third, there are large regional differences among students. For example, students studying in more developed areas such as Kunming and Qujing in Yunnan have a better learning foundation than students studying in underdeveloped areas such as Diqing, Xishuangbanna and Lijiang in Yunnan. The overall score is relatively high. Fourth, in terms of cognitive characteristics, students who are connected to secondary and higher vocational education still have cognitive deviations, and are easily attracted by short videos and web browsing.

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The attractiveness of the classroom to them is low, which directly leads to students' professional knowledge in the classroom. The interest is low.

1. Nursing teaching design under the connection of middle and higher vocational education under the ability-based teaching mode

Competency-based education was first proposed by the American Nursing Federation, with the purpose of cultivating more nursing talents to improve the comprehensive ability of nursing staff and make nursing work more professional. The ability-based teaching model is based on learners' initial abilities, stimulates learners' interest in learning, focuses on cultivating students' operational skills needed for future careers, and is guided by professional skills and job requirements, and is characterized by improving skills.

As the core of the reform of nursing teaching in the connection between secondary and higher vocational education, it is necessary to highlight the "ability-based" curriculum view. It should first be employment-oriented, vocational education and ability training as the basis, establish professional basic courses and professional core curriculum standards, and integrate and combining all the links in teaching, the modular teaching links the knowledge points, organizing the teaching, optimizing the teaching process, and emphasizing professional skills. And the importance of professional quality can summarize, infiltrate, summarize and transform various theoretical knowledge, practical skills, and science and technology. Second, ensure that the proportion of practical teaching is sufficient. For example, in the teaching design of professional courses, practical teaching should account for 40% -60% . Practical teaching can use simulated clinical case discussion or virtual simulation to integrate basic medical knowledge and professional curriculum knowledge. Connect, break the boundaries between courses, and apply the content of multiple courses in practice. Third, with reference to the main employment direction in the future, under the premise of employment position as the guidance, the teaching link should be reconstructed. The learning sequence of professional basic courses, professional core courses, and professional development courses can be appropriately changed. For example, the basic nursing courses can be taught from the first semester to the fourth semester. The boundaries between the two are broken, allowing theoretical teaching to better guide practical skills operations. Fourth, teachers should start from the ability-based, integrate the needs of nursing talents in hospitals, health institutions, and elderly care institutions into the training plan, and add to the industry internship and internship time, so that students can integrate professional basic knowledge and professional core abilities. Combining with nursing operation skills can enable students to gain stronger employment competitiveness.

2. Strategies for cultivating learners' self-learning ability in secondary and higher vocational education

Constructivist learning theory holds that: Learning is a process of constructing meaning for the cognitive subject. Teaching is a creative activity that cultivates students' subjectivity, and is a process of guiding students to grow new knowledge and experience from their original knowledge and experience. Teachers should be the facilitator, collaborator and instructor of students' active construction of meaning. First of all, under the guidance of constructivism, through the creation of the necessary learning environment, with students as the main body, using learning materials, students take the initiative to construct knowledge and think independently and cultivate learning ability. Secondly, adopt blended teaching, flipped classroom, PBL teaching method and other teaching methods to reform teaching models and methods, strengthen training, improve comprehensive ability, etc. Organize and plan to let students go to communities and villages. Nursing homes, welfare homes, etc., carry out nursing practice, publicity for disease prevention, health examinations and consultations and other hygiene knowledge education activities for community residents, widowed elderly, children, etc., emphasizing the design of the learning environment, experiencing the value of nursing work, and enabling capacity development effective reinforcement, etc. Finally, in the course construction of colleges and universities, professional teaching standards are used as guidance to optimize curriculum settings and optimize credit system management. Students are guided by professional talent training programs and guided with the help of instructors, class teachers or academic tutors. Students carry out career planning, and reconstruct the theoretical and technical knowledge needed in future career planning, so that students can maintain their interest in learning knowledge and cultivate their lifelong learning ability. At the same time, in the course of selecting courses, strengthen the based on quality education, equal emphasis on professional and comprehensive abilities, broaden the cultural foundation, cultivate students' creative and entrepreneurial abilities, exercise learners' thinking ability, etc., and gradually find suitable learning strategies and methods for individuals.

3. Conclusion

At present, the connection between secondary vocational education and higher vocational education in Yunnan Open University has been explored through unremitting efforts for several years, helping students create more favorable learning conditions and solving the problems encountered by learners in the learning process. In order to ensure the orderly development of teaching, the integrated teaching design is carried out in the design of teaching methods. In teaching design, more attention should be paid to the cultivation of abilities and the ability of learners to actively discover and solve problems in learning and practice. When nursing students find problems in actual operation, they can give correct answers to the patient's condition changes, medication consultation, medication warnings, adverse drug reactions and precautions, disease rehabilitation issues, health education, etc., and can analyze the patient's discomfort symptoms in a timely manner. The reason is that the report doctor handles it in a timely manner, the nursing records are more accurate and standardized, the satisfaction of patients increases, and the recognition of colleagues increases.

In summary, the basic theory of nursing competence is mainly based on nursing competence, imparting theoretical knowledge to medical students, training their professional qualities and abilities, and focusing on the improvement of students' professional skills. The ability-based teaching model can improve the self-learning ability and critical thinking ability of nursing students.

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