

Exploration on teaching reform of oral nursing in higher vocational colleges based on professional quality

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Abstract: With the development of society and the improvement of people's health awareness, the oral care industry has higher and higher professional quality requirements for practitioners. In order to meet this demand, it is necessary to reform the teaching of oral care in higher vocational colleges, strengthen the vocational training of students, and effectively train high-quality applied talents for the oral care industry. This paper discusses the connotation of oral nursing professional quality, analyzes the problems existing in vocational oral nursing teaching under the guidance of professional quality, and puts forward the corresponding reform strategies. The aim is to improve the quality and effectiveness of oral nursing teaching in higher vocational colleges, and provide reliable reference for teachers of related professions

Key words: Professional quality; Higher vocational college; Oral care; Teaching reform

I. Oral care professional quality connotation

Oral care professional quality is the basic quality and skills necessary for oral care work. These qualities and skills are very important for oral nursing staff, and directly affect the oral health of patients and the treatment effect. Therefore, in the teaching of oral nursing in higher vocational colleges, teachers should pay attention to the cultivation of students' professional quality.

First of all, professional ethics is the core of oral nursing professional quality. Oral care staff need to have a high sense of responsibility and professionalism, always take the patient as the center, and provide quality oral care services. Secondly, communication ability is one of the important skills for oral care professionalism. Oral nursing staff need to maintain close communication with patients, doctors and other health care personnel to ensure the accurate transmission of information and effective communication. Thirdly, operational skills are an important part of oral nursing professionalism. Oral nursing staff need to master various oral care operation skills, such as four-hand operation, instrument disinfection, oral preventive health care and so on. Fourthly, teamwork ability is also an important aspect of oral care professional quality. Oral nursing staff need to work closely with other medical staff to provide comprehensive oral health services for patients. Finally, the ability to innovate is an important part of oral nursing professionalism. With the continuous development and progress of medical technology, oral nursing staff need to constantly learn and master new technologies and methods to improve their professional level and innovation ability.

II. The problems in oral nursing teaching in higher vocational colleges under the guidance of professional accomplishment

1. The teaching content is out of line with the actual demand

At present, the teaching content of oral nursing in higher vocational colleges often emphasizes the imparting of theoretical knowledge, while the training of practical skills is relatively less. This kind of teaching method makes it difficult for students to convert theoretical knowledge into practical operation, which can not meet the needs of talents in the industry. The disconnection between the teaching content and the actual demand is not only reflected in the course setting, but also reflected in the selection of teaching materials and the arrangement of teaching content. First of all, the curriculum pays too much attention to theoretical courses, while practical courses are relatively few. Such curriculum setup results in students with rich theoretical knowledge but insufficient practical operation ability, which fails to meet the industry's demand for practical talents. Secondly, the selection of teaching materials tends to focus on the textbooks rich in theoretical knowledge, while ignoring the textbooks with strong practical operation. This makes it difficult for students to come into contact with practical skills in the learning process and unable to apply theoretical knowledge to practice. Finally, the arrangement of teaching content often emphasizes the imparting of theoretical knowledge, and lacks the guidance of practical operation link. As a result, it is difficult for students to master practical operation skills in the learning process and can not meet the needs of talents in the industry.

2. Single teaching methods

The traditional teaching method is teacher-centered and students passively accept knowledge. This teaching method is not conducive to cultivating students' initiative and innovation, and can not meet the needs of talents in the industry. The problem of single teaching method is mainly manifested in the following aspects:

First of all, the teacher-centered teaching method often leads to the lack of initiative and innovation of students. Teachers teach knowledge in class, and students passively accept it, lacking the ability to think independently and solve problems. This teaching method cannot cultivate students' initiative and innovation, nor can it meet the demand for talents in the oral care industry. Secondly, the teaching method is unitary and lacks diversity. At present, the teaching methods of oral nursing in higher vocational schools are often mainly taught in class, and the application of other teaching methods is lacking. Such as case analysis, group discussion, role playing and other teaching methods are seldom used, which leads to students' low interest in learning and poor learning effect. Finally, there is a lack of guidance in practical teaching. Oral care is a highly practical profession, which requires a lot of practical operation. However, at present, the guidance of

practice teaching of oral nursing in higher vocational colleges is often insufficient, which makes it difficult for students to master practical operation skills.

3. Lack of professional quality training

Professional quality is the basic quality and skills necessary for any occupation, including professional ethics, communication ability, teamwork ability and so on. However, at present, the teaching of oral nursing in higher vocational colleges lacks the training of professional quality, which leads to the lack of training in these aspects and can not adapt to the needs of talents in the industry. At present, in the teaching of oral care in higher vocational colleges, students often only pay attention to the learning of professional knowledge and skills, but neglect the training of professional ethics, communication ability, teamwork ability and other aspects of professional quality, which leads to the lack of responsibility, dedication and cooperation consciousness of students, and it is difficult to communicate effectively with others. This not only affects the students' learning effect, but also affects the quality of their future oral care work.

III. Vocational oral nursing teaching reform strategy based on professional quality

1. Optimize the teaching content

In order to better meet the needs of the industry for talents, the direction of oral nursing in higher vocational colleges should adjust the teaching content according to the actual needs and pay attention to the training of practical skills. To be specific, it can be optimized from the following aspects: First, the proportion of practical courses should be increased. Oral nursing is a highly practical specialty. In order to improve students' practical operation ability, the proportion of practical courses should be appropriately increased, such as oral nursing operation skills, oral disease nursing points, etc., the industry's recent oral nursing technology is introduced into the teaching to effectively improve students' practical skills. Through the study of practical courses, students can better master practical operation skills and improve their practical ability and post competency. Secondly, industry standards should be introduced. Industry standards are an important basis to measure whether talents meet the needs of the industry. Therefore, vocational oral care direction should introduce industry-related standards, oral care technical specifications, oral disease nursing operation standards and other content into the teaching content. By learning industry standards, students can better understand the needs of the industry, form a sense of responsibility and norms, and improve their professional quality. In addition, integrate professional ethics education. Professional ethics is one of the basic qualities necessary for oral nursing staff. In the teaching reform of oral nursing in higher vocational colleges, teachers should attach importance to integrating professional ethics education, combining oral nursing cases with integrity, responsibility, dedication and other contents. Through learning professional ethics education, students can better understand the importance of professional ethics and improve their professional quality.

2. Innovate teaching methods

In the teaching of oral nursing in higher vocational colleges, the traditional teaching methods are mainly teacher-centered and students passively accept knowledge. This kind of teaching method is not conducive to cultivating students' initiative and innovation, and can not meet the needs of talents in the industry. Therefore, oral nursing teachers in higher vocational colleges should actively change their educational concepts and implement multiple teaching methods, such as case analysis, group discussion and role playing, so as to stimulate students' learning interest and initiative and improve teaching efficiency and effect. In this process, teachers should pay attention to cultivating students' innovative thinking and problem-solving ability, and effectively cultivate their professional quality. To be specific, innovations can be made in the following aspects: First, teachers can adopt case study teaching method. Case analysis teaching method is a teaching method based on actual cases. By introducing oral clinical nursing cases, it can simplify abstract theories, help students better understand theoretical knowledge and improve their ability to solve practical problems. In the case analysis teaching method, teachers can choose real oral care cases and guide students to analyze and discuss. Through the study of the case analysis method, students can better master the knowledge and skills of oral care and improve their professional quality. Secondly, teachers can introduce the group discussion teaching method. The group discussion method is a teaching method based on small groups, which can help students communicate with each other and learn from each other. In the group discussion method, teachers can organize students into groups according to their learning situation and interests, and guide students to discuss and communicate with each other. Through the study of the group discussion method, students can better understand the knowledge and skills of oral care and improve their professional quality. In addition, teachers can apply the role-playing teaching method. Role-playing pedagogy is a role-playing based teaching method that helps students better understand career roles and career requirements. In the roleplaying method, teachers can choose real oral care scenarios and roles and guide students to play and simulate them. Through the study of role-playing teaching method, students can better understand the occupational roles and occupational requirements, and improve their professional quality.

3. Strengthen the training of professional quality

Professional quality is the comprehensive embodiment of the basic qualities and skills necessary for any occupation. In order to better adapt to the needs of oral nursing industry, the orientation of oral nursing in higher vocational colleges should strengthen the cultivation of students' professional quality. Specifically, it can be strengthened from the following aspects: First, through the curriculum to cultivate students' professional quality. In the curriculum, we should pay attention to cultivating students' professional qualities, such as professional ethics, communication skills, teamwork skills and so on. At the same time, relevant courses and practical activities should be set up to strengthen the training and improvement of these aspects. Secondly, students' professional quality should be cultivated through practical activities. By organizing students to participate in practical activities such as oral care skills competition, community oral health publicity, etc., to improve students' professional quality and practical ability. In the practice activities, students can apply the theoretical knowledge

they have learned to the practical operation, and at the same time, they can improve their teamwork ability and communication ability by communicating and cooperating with other students. In addition, students' professional quality can be cultivated through school-enterprise cooperation. Schools can cooperate with enterprises to train talents so that they can be closer to the needs of the industry and meet the talent standards required by enterprises. At the same time, students can have a better understanding of the current situation and development trend of the industry to improve their professional quality and practical ability. In addition, students can strengthen their practical ability and work experience through internship and practice in enterprises, so as to better adapt to the industry's talents. The demand and the needs of social development.

IV. Conclusions

In summary, with the progress and development of society, people pay more and more attention to oral health, and the demand for oral care talents is also increasing. In this context, it is necessary and feasible to reform the teaching of oral care in higher vocational colleges based on professional quality. In the actual teaching, teachers can effectively improve the teaching quality of oral nursing in higher vocational colleges, promote the reform of professional teaching, and train more high-quality talents who meet the needs of the industry through the implementation of measures such as optimizing the teaching content, innovating the teaching methods and strengthening the training of professional literacy.

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