

Teaching design and application of internal medicine nursing course under mixed teaching mode

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Abstract: with the deepening of education reform, the mixed teaching mode is widely used in the teaching of higher vocational colleges, which brings great convenience to teachers. Through online and offline mixed teaching, the advantages of offline teaching and online learning can be integrated, which can improve the overall teaching quality and cultivate more excellent talents. In view of this, this paper studies the teaching design and application of internal medicine nursing course under the mixed teaching mode, understands the connotation and application advantages of the mixed teaching mode, analyzes the problems in the current teaching, and combined with the actual situation, puts forward reasonable application countermeasures, so as to effectively cultivate students' autonomous learning ability and enhance their ability to apply the knowledge of internal medicine nursing. At the same time, it also provides certain reference value for other related theoretical researchers.

Key words: mixed teaching mode; "Internal medicine nursing" course; teaching

With the continuous development of information technology, the mixed teaching mode is widely used in the teaching of higher vocational colleges, which can not only bring rich learning resources to students, but also enable them to learn knowledge anytime and anywhere, which is convenient for the development of teaching work. In recent years, teachers in higher vocational colleges have vigorously applied information technology in the teaching of internal medicine nursing, with the purpose of highlighting students' dominant position, providing them with diversified knowledge content, and enhancing students' professional ability of internal medicine nursing. At present, although most teachers have applied information technology in teaching, students can fully grasp the actual learning situation after leaving the classroom, which leads to students' learning of internal medicine nursing knowledge is not solid and affects their professional ability. And "internal medicine nursing" is the core course of nursing professional ability, and it is the link discipline for nursing students to transform into clinical nurses. As the knowledge structure of this course is complex and the teaching content covers a wide range, it is recognized by students as a difficult course to learn, so students can better adapt to future work only if they have a solid grasp of relevant knowledge and skills. Therefore, teachers of internal medicine nursing in higher vocational colleges should use the mixed teaching mode to carry out teaching, make up for the shortcomings of traditional teaching methods, and complete the integration process of granular knowledge by solving the practical work tasks of clinical cases, so that students can combine theoretical knowledge with clinical practice, and lay a good foundation for subsequent clinical practice.

1. The basic meaning of blended teaching mode

The application of mixed teaching mode in the course of internal medicine nursing in higher vocational colleges can enable students to learn knowledge everywhere, which is not only convenient for teachers' teaching management, but also can cultivate students' autonomous learning ability, and promote the teaching efficiency of the course of internal medicine nursing. The so-called mixed teaching mode refers to the teaching method that combines the traditional classroom teaching mode with online teaching. It mainly uses the advantages of information technology to carry out teaching, which can enable students to learn professional knowledge at any time, make up for the shortcomings of traditional teaching methods, and play a positive role in improving learning efficiency. When using the mixed teaching mode, teachers should integrate the teaching content and information technology, and construct the framework and system of the mixed teaching mode, so as to better carry out the teaching of internal medicine nursing, give full play to students' subjective learning ability, and fundamentally improve the overall learning efficiency.

2. Advantages of the teaching of internal medicine nursing course under the mixed teaching mode

1. Help to improve students' autonomous learning ability

The application of mixed teaching mode in the teaching of internal medicine nursing course in higher vocational colleges can help improve students' autonomous learning ability. Students can learn online through pre class learning tasks assigned by teachers, and query or mark the knowledge points they don't understand through the Internet to ask teachers. They can efficiently complete the preview work and lay a learning foundation for teachers' future classroom teaching. In this way, the teacher can focus on explaining according to the students' preview and lead them to overcome the learning difficulties. At the same time, the application of mixed teaching mode in the teaching of internal medicine nursing can enable teachers to interact with students through online communication, shorten the distance with students, and help improve students' enthusiasm in learning the knowledge of internal medicine nursing.

2. Breaking time and space constraints

The use of mixed teaching mode can break the time and space restrictions of the traditional classroom, so that students can study anytime and anywhere outside the classroom, and freely master their own extracurricular learning time. For example, some students ask for leave for some reasons and do not learn important courses. At this time, students can watch the teaching video recorded by the teacher online to learn and follow the pace of teaching.

3. Help teachers break through teaching difficulties

Teachers of internal medicine nursing specialty in higher vocational colleges can assign pre class preview assignments and after-class practice tasks through the mixed teaching mode to test students' understanding and mastery of knowledge, find out the knowledge points that students are difficult to master, and then organize them into videos or ppts, so that they can study hard and deepen their understanding and memory of knowledge. It can be seen that the mixed teaching mode is helpful for teachers to break through the difficulties of medical nursing teaching.

4. Improving the teaching effect of internal medicine nursing

The traditional teaching of internal medicine nursing is mainly based on Teachers' explanation. Although it will let students practice, students' participation is relatively small, and their understanding of theoretical knowledge is not very comprehensive, so it is difficult to be competent for future nursing work. However, the application of mixed teaching mode in the teaching of internal medicine nursing can make students become the center of classroom teaching, increase their participation in the classroom, and become the master of the classroom, which is helpful to improve the overall teaching effect.

3. Problems in the teaching of internal medicine nursing course in Higher Vocational Colleges

1. Traditional teaching methods

When carrying out the teaching of internal medicine nursing course in higher vocational colleges, it is important to use the way of oral presentation or nursing demonstration. Although it can play a certain teaching effect, in the long run, students' learning will produce boredom, and their learning attention will gradually decline, which will affect their learning efficiency. At the same time, medical nursing teachers have rich teaching experience, but their ability to apply information technology is relatively weak. Although he has rich clinical teaching experience, he lacks the use of information technology, which is also one of the main reasons for the traditional teaching methods of teachers. Therefore, medical nursing teachers in higher vocational colleges should timely innovate the teaching methods, apply the mixed teaching mode in the teaching work, make full use of the advantages of information technology to design the teaching content, and cultivate more high-level nursing talents.

2. Less communication between teachers and students

At present, in the traditional teaching of internal medicine nursing, there is less communication between teachers and students. Most of the time, teachers give lectures or operate demonstrations, and students can only learn and communicate passively, which leads to too depressed teaching atmosphere and affects students' learning enthusiasm. At the same time, less communication between teachers and students will lead to a lack of understanding of students' learning and affect the overall teaching effect. Therefore, teachers should strengthen the communication with students and build a bridge for effective communication with students through mixed teaching mode.

3. Students lack innovative thinking

In the teaching of internal medicine nursing, teachers pay more attention to students' mastery of theoretical knowledge, but ignore the application of students' actual nursing ability, which not only affects the improvement of students' internal medicine nursing skills, but also affects the overall teaching effect and quality. Moreover, the traditional teaching method restricts the development of students' innovation ability. Although many students can firmly grasp the basic knowledge of internal medicine nursing and remember the nursing process, they have poor coping ability in the face of some emergencies in the process of clinical practice, which affects the actual work in the future.

4. Teaching design and Application Countermeasures of internal medicine nursing course under mixed teaching mode

1. Using the advantages of network platform to arrange preview tasks and cultivate students' autonomous learning ability

If higher vocational colleges want to better carry out the teaching of internal medicine nursing course with the help of the mixed teaching mode, they should vigorously use the advantages of the network platform to arrange preview tasks, mobilize students' learning enthusiasm, and give full play to the advantages and functions of online teaching. For example, before teaching the nursing content of patients with essential hypertension in the course of internal medicine nursing, teachers can first release health questionnaires with the help of QQ learning group, and let students guide students to complete the questionnaire according to teachers' requirements, so that students can investigate the health of their families through telephone or chat tools, and introduce questions for the course. Secondly, teachers should let students learn relevant theoretical knowledge online, make full use of network quality course resources, and complete basic knowledge related to hypertension. Finally, teachers should let students find problems according to their preview and feed back the confusion in self-study to teachers. At this time, teachers should summarize the typical cases of students' problems for classroom use. In this way, students can find problems by paying attention to the health of their families, effectively stimulate their interest in learning, and cultivate students'

autonomous learning ability.

2. Integrate cases related to course content to deepen students' understanding of knowledge

In order to better improve the teaching effect, higher vocational medical nursing teachers need to vigorously apply the mixed teaching mode to carry out teaching work, and integrate the content related to the course on the Internet, so that students can firmly grasp the knowledge they have learned and improve their learning efficiency of medical knowledge. For example, when carrying out the nursing content of patients with essential hypertension, teachers should fully integrate the cases related to the course content through the Internet platform, let students analyze the cases, and put forward relevant questions, such as: risk factors and pathogenesis of hypertension? Classification and severity judgment of hypertension? The harm of hypertension? How to effectively prevent and nursing hypertension and other issues, test the students' autonomous learning situation, so that they can not only have a solid grasp of nursing knowledge of patients with hypertension, but also cultivate their independent thinking ability and inquiry ability.

3. Creating problem situations in classroom teaching to exercise students' Problem Inquiry Ability

Medical nursing teachers in higher vocational colleges should create problem situations in classroom teaching to fully arouse students' problem thinking. On the one hand, it can exercise their autonomous learning ability and improve the overall learning efficiency. For example, teachers can use the problem driven method to teach in the classroom, let students watch and learn with the help of the online course platform and the teaching resources in the national teaching resource database, and set up problem situations for students to discuss and analyze after students have a basic understanding, such as the risk factors and pathogenesis of high blood pressure? Then the teacher explained it, combined with the micro lecture in the online course resources, to deeply study the formation and regulation mechanism of blood pressure. After solving this problem, teachers can set questions, judge the classification and severity of hypertension, the harm of hypertension, guide students to think, and exercise students' problem inquiry ability.

4. Developing group cooperative teaching method to improve the cooperative ability of nursing students

At present, although the traditional teaching method can play a certain teaching effect, it can not cultivate students' cooperative ability. Therefore, in order to better improve the application effect of the mixed teaching mode, teachers should not only flexibly apply it in all aspects of teaching, but also innovate the traditional teaching methods, organize students to carry out group cooperation and exploration, expand students' learning ideas, learn to flexibly apply the knowledge learned to deal with practical problems, and effectively enhance students' cooperation ability, Help them systematically grasp the knowledge of internal medicine nursing, and lay a theoretical foundation for their future work.

5. Regularly organize students to play roles to help students internalize knowledge

In order to let students have a solid grasp of what they have learned, teachers should lead students to master learning methods, help them internalize what they have learned, and effectively improve the teaching effect and quality of internal medicine nursing course. For example, when teaching hypertension prevention, teachers can organize students to play roles. One student plays the patient, and the other student carries out hypertension prevention knowledge education for patients according to what they have learned, so that students can more solidly master hypertension nursing knowledge and skills, and internalize and absorb what they have learned. Or, we can let students play the role of teachers to make a speech, combined with multimedia technology to tell their understanding to other students, so that excellent students can drive students with poor learning, and effectively improve the learning efficiency of students' medical nursing.

6. Arrange online homework with the help of network platform to consolidate the knowledge learned in class

Mixed teaching mode refers to the combination of classroom teaching and online teaching, so that students can learn medical nursing knowledge anytime and anywhere, and improve their learning effect. Therefore, after teaching in class, teachers should assign homework to students and let them complete their after-school tasks through the online platform. This can not only enable students to consolidate their knowledge and effectively test their learning, but also urge them to learn through the online platform and improve their learning effect.

conclusion

The course of internal medicine nursing has strong applicability and practicality. Teachers should not only impart basic theoretical knowledge to students, but also cultivate students' ability to apply knowledge, so that they can flexibly apply the knowledge they have learned to deal with practical problems in practical work. Therefore, teachers of internal medicine nursing in higher vocational colleges should timely innovate the traditional teaching concept, apply the mixed teaching mode to carry out teaching, cultivate students' autonomous learning ability, and effectively cultivate more high-level medical nursing professionals.

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