

Discussion on the Reform of Nursing Professional Talents Training Model under Interactive Experience Model

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Abstract: With the continuous development of social economy, there is a greater demand for nursing professionals in the field of nursing. Under this background, nursing specialty in Colleges and universities follows the needs of the society and takes comprehensive nursing talents as the training goal, and carries out the corresponding reform of personnel training mode. Based on the background of interactive and experiential model, this paper analyzed the feasibility of curriculum reform of nursing specialty, and on the basis of explaining the specific application, constructed the training mode of accounting nursing talents under the background of interactive and experiential model, in order to meet the growing gap of nursing comprehensive talents in society.

1. Research Background

1.1 Literature review

The training of professionals in various fields determines the quality of professionals in this field to a great extent. With the deepening of the teaching reform of modern nursing specialty, interactive and experiential teaching mode is more and more applied in the training of nursing professionals. Zhao Meiyu found that the unique advantages of experiential teaching mode can greatly improve students'comprehensive qualities such as interpersonal communication, management potential, innovative thinking, analysis and problem solving ability (Zhao, 2013). Jiang Zhixia et al. learned from the construction of the experiential teaching model of training for specialist nurses in critical medicine that the four-content, four-link and three-process cyclic and ascending teaching model can show the law of experiential teaching for specialist nurses in critical medicine and provide an optimized teaching approach for specialist nurses (Jiang et al, 2012). Chen Hongtao et al. found that experiential teaching can improve nurses'sense of responsibility, mission, empathy and service (Chen et al, 2015). Cui Wenjing and others believe that experience teaching can significantly improve the core competence of operating room nurses in the cultivation of core competence, which is worthy of popularization and application (Cui et al, 2018).

1.2 Research purpose

In the era of Internet, the teaching mode of colleges and universities is also constantly reforming. In this context, the training of nursing professionals has also begun to develop in the direction of popular education. In this regard, nursing specialty in Colleges and universities focuses on the issue of “what kind of talents to train and how to train talents”, and constantly adjusts and reforms the training plan of nursing specialty. To this end, the major universities gradually introduce interactive and experiential teaching mode in nursing specialty. In addition, in order to meet the needs of the public for professional nursing talents, colleges and universities also actively construct interactive and experiential nursing professional education mode. Similarly, in the teaching process of nursing specialty, attention should also be paid to improving teachers'teaching attitude, teaching thinking and teaching concepts, so that students can easily grasp the knowledge and skills of nursing specialty in an interactive and experiential learning atmosphere.

2. Feasibility Analysis of Nursing Professional Personnel Training Mode Reform under the Background of Interactive and Experiential Model

2.1 Helping to cultivate composite nursing talents

Interactive and experiential teaching is an innovative talent training model that combines graphics, images and sounds. The interactive and experiential teaching mode combines traditional teaching with modern multimedia teaching functions to provide students with a vivid and visual teaching experience. The training of nursing professionals is inseparable from the rich video and image materials. In the context of interactive and experiential teaching, students can master more image information during the learning process, greatly increasing the enthusiasm of students (Guo et al, 2019). Similarly, in this process, nursing students can simultaneously apply brain, hand, mouth, ear, eye and other organs to improve students' communication and learning ability. Therefore, under the background of interactive and experiential model teaching, nursing students can become passive and active, become the core object in the teaching process, easy learning environment, and help to cultivate compound nursing talents.

2.2 Helping to achieve optimal nursing teaching results

The premise of interactive and experiential teaching is the modern multimedia teaching system. Therefore, in the context of this teaching model, the modernization of the educational model is the primary condition. Interactive and experiential teaching broke the traditional “cramming” teaching concept, and instead placed the teaching focus on the students, and taught the nursing knowledge, and further cultivated the students' ability of inquiry learning. At the same time, under the interactive and experiential teaching model, the teaching system can also realize the functions of physical display, audio and video playback, whiteboard teaching and so on. The easy-to-understand operation is not only suitable for young teachers, but also helps older teachers to achieve changes in modern teaching models. In addition, the nursing profession needs a lot of hands-on operation, which greatly increases the school teaching expenses, and the economic characteristics of interactive and experiential teaching can solve such problems well and improve the overall teaching quality of the school.

2.3 Helping to improve the teaching level of nursing professional teachers

In the interactive and experiential teaching process, teachers will fully apply high-tech such as Bluetooth wireless amplification and integrated intelligent touch to classroom teaching, greatly improving the level of the teaching system. The interactive and experiential teaching system integrates database management, information transmission, network control and other functions. Teachers can realize multimedia teaching simply by controlling the computer. In addition, the interactive and experiential teaching system has the functions of teaching, conference, academic report, comprehensive seminar, demonstration exchange, distance learning and teleconference, which can fully meet the development needs of college nursing majors. All in all, interactive and experiential teaching play an extremely important role in the transformation of nursing professional education because of its advantages in smart touch, wireless interconnection and integrated curriculum design.

3. Application of interactive and experiential models in the training of nursing professionals

3.1 Situational Teaching

Based on the preventive nature of clinical nursing, the application of interactive and experiential models in nursing teaching can provide corresponding simulation situations for nursing students. In the process of situation simulation, the nursing professional church will draw up the corresponding curriculum learning plan according to the relevant hospital nursing process, and simulate the arrangement of students with different job preferences in the corresponding jobs. Through such situational simulation, students can also achieve the purpose of practice in learning, greatly increasing the work awareness of the nursing profession. At the same time, teachers can further

improve the teaching effect of nursing specialty by simulating different nursing fields such as preventive health care, clinical nursing, family nursing and other nursing scenarios. In addition, situational teaching in interactive and experiential model can also quickly combine theoretical knowledge and practice of nursing specialty, so as to enhance students'ability to absorb nursing professional skills and knowledge. Similarly, teachers of nursing specialty can enhance the teaching interest of nursing specialty through more entertaining simulation teaching.

3.2 Multimedia Teaching

In the Internet era, information technology has been applied in all walks of life. Multimedia teaching mode has been widely applied in the daily teaching of nursing specialty in Colleges and universities. Multimedia teaching can add interest to dull nursing class. Compared with the traditional teaching mode of nursing specialty, the teaching mode of multimedia teaching can more vividly present the skills and knowledge that nursing specialty needs to master, and visualize the Abstract.nursing knowledge and skills (Shi and Cheng, 2015). Of course, nursing teachers also need to be good at using multimedia and selective instructors in various nursing knowledge and skills in the specific teaching process. First, the nursing curriculum objectives under multimedia teaching need to conform to the established teaching objectives and guide learning within the scope of students'acceptance ability. Secondly, nursing teachers need to prepare well in advance to ensure that nursing skills and knowledge can be transmitted to students without omission, deviation, high quality and integrity.

3.3 Interchangeable Teaching

Under the interactive and experiential model, the teaching of nursing specialty is to some extent the exchange of identities between teachers and students, and to think about nursing problems or doubts from a different angle. In the interchangeable teaching and learning of nursing specialty, besides helping students to preview what they have learned in advance, they can also review what they have learned and deepen their understanding of what they have learned. Of course, in addition to the exchange between teachers and students, students and students can also exchange roles, to facilitate the absorption of other students'advantages, to make up for their own shortcomings. At the same time, interchangeable teaching is also a new requirement for nursing teachers. Teachers need to strengthen the learning and communication between teachers, students and students on the basis of fully understanding and mastering nursing knowledge. Furthermore, in view of the high practicality of nursing specialty, teachers should encourage students to actively practice theory and practice in the course of teaching, and give full play to the role of interactive and experiential teaching.

3.4 Practical Teaching

The nursing specialty in Colleges and universities needs strong practicality. It only pays attention to the basic theoretical knowledge in the classroom or books, and can not achieve the objective of living learning and flexible use. Therefore, under the interactive and experiential teaching model, nursing specialty can better integrate theoretical knowledge and practical skills, and greatly improve students'practical ability. For example, most nursing majors in Colleges and universities will choose to cooperate with hospitals, so that students can really apply what they have learned in class to practice, and consolidate their understanding of nursing professional skills and knowledge. At the same time, schools can also add simulation training opportunities, such as setting up clinical nursing worker training rooms, to further provide students with theoretical and practical opportunities to achieve the goal of living learning and living use.

4. Construction of Nursing Professional Personnel Training Model under the Background of Interactive and Experiential Model

4.1 Introducing three-dimensional multimedia teaching materials to give full play to the advantages of modern nursing teaching

In the teaching process of nursing specialty in Colleges and universities, three-dimensional

multimedia teaching materials should be introduced appropriately. In this regard, nursing teachers can make use of the advantages of three-dimensional multimedia teaching materials to make nursing curriculum design more three-dimensional and automated. At the same time, three-dimensional teaching materials can also play a role in stimulating students' senses, greatly improving the learning efficiency of nursing students. Moreover, the nursing specialty in Colleges and universities can also use the vivid and easy-to-understand characteristics of three-dimensional multimedia image to present difficult-to-understand knowledge and skills in a simple and straightforward way, so as to improve students' understanding ability. In addition, the introduction of three-dimensional multimedia teaching materials also needs to make full use of the language environment with strong simulation, enhance students' practical ability by using three-dimensional teaching materials with large amount of information, rich subjects and strong interest, give full play to the advantages of modern nursing teaching, and comprehensively improve students' nursing knowledge and skills.

4.2 Establishing Distributed Nursing Database and Creating a Good Interactive Learning Environment

In the era of Internet information, the all-round popularization of campus network urges teachers to upload all kinds of learning materials of nursing specialty to the designated website platform, establish a distributed nursing database, and help students grasp nursing knowledge and skills more quickly and better. Firstly, the distributed nursing database can focus on the media material database, case database, courseware database, examination database and network course database. Five kinds of databases complement each other. Secondly, on the basis of establishing the database, the distributed knowledge support system needs to emphasize the communication between students and students. Therefore, more convenient nursing tools are provided to improve the online teaching mode of nursing specialty in Colleges and universities. Finally, based on the distributed nursing database and knowledge support system, the nursing specialty in Colleges and universities should pay more attention to cooperative learning organization. On the basis of defining nursing teaching objectives, the knowledge network should be interconnected and interoperable, and the teaching coverage should be continuously extended to create a good interactive learning environment.

4.3 Combining online and offline teaching modes to create a new situational teaching mode

The cultivation of nursing professionals in Colleges and universities should combine online and offline teaching modes to create a new situational teaching mode. Specifically, teachers' theoretical guidance should be used as guidance teaching to stimulate students' autonomous learning. In the nursing teaching process under this mode, both teachers and students have clear responsibilities and tasks. Among them, students' autonomous learning is not completely independent of teachers, but innovative situational learning through the guidance of teachers' teaching objectives. Therefore, teachers need to guide nursing students to learn nursing skills independently on the basis of clear teaching objectives, that is, to focus on guiding students to learn strategies and methods. Compared with the single traditional classroom teaching, the online and offline teaching mode can make learning diversified and rational, and greatly improve teachers' teaching efficiency and students' learning efficiency.

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