

Preliminary Study on the Reform of Teaching Methods of Basic Experimental Nursing

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Keywords: Nursing Foundation, Teaching Method, Teaching Reform

Abstract: The purpose of this paper is to study the teaching methods of modern basic nursing experiment, and to reform the experimental methods on this basis, so as to promote the mastery of students' basic knowledge and skills of nursing and the good connection with field learning. The main method is to analyze the problems existing in the analysis of the age characteristics, learning effect, teaching evaluation results and teachers' feedback of the contemporary basic nursing learners, and to analyze and explore the reform of the basic experimental teaching of nursing in combination with the talent requirements of the modern market for the study of this major. According to the author's nursing specialty, 50 students in this major were divided into groups, the experimental group was 25 control group. experiments in combination with relevant teaching steps and contents. Conclusion Teachers should pay attention to the students' learning needs and optimize the course contents in the basic nursing experiment teaching by constructing the team model of students with critical thinking autonomous learning and teacher-assisted teaching.

1. Analysis of Traditional Teaching Methods for Basic Experimental Nursing

The nursing specialty trains the clinical nursing professional personnel, the nursing foundation is the important foundation and the key course in the nursing specialty, has the teaching content many, the emphasis many, the operation complex and so on characteristic. In teaching, the experimental operation class takes up about 50% of the total nursing hours. The teaching effect greatly affects the students' mastery of nursing courses and the cultivation of clinical practice ability. As a practical subject, the purpose of basic nursing teaching is to guide students to a certain number of practical classes to learn relevant knowledge [1].

Students in different stages have different needs for basic knowledge of nursing, and the lower the grade, the higher their knowledge needs. The younger the students who have just entered the university, they are full of curiosity and curiosity about professional knowledge and clinical practice. The older the students, have accumulated more experience, they pay more attention to the combination of knowledge and clinical practice, so the learning effect is also different. Therefore, in the face of students of different ages, teachers should have different corresponding teaching methods for education. In the face of students' learning methods, after entering college, students' study and life are very different from high school, and everyone also has more yearning for autonomous learning methods. For example, in high school, teachers use restraint and tight ways to make students focus on learning as much as possible [2]. After college, students have more free time to arrange themselves, there are experimental teaching ideas and teaching content old update is not timely, experimental operation steps programmed and so on.

1.1. The Concept of Experimental Teaching Needs to be Changed

At present, most of the concepts of experimental teaching in nursing specialty are old and still stay at the teaching level of emphasizing theory and neglecting practice. In the teacher's teaching, we pay attention to the explanation of theoretical knowledge, only take experimental teaching as the aid of theoretical teaching, in order to better let students master and understand theoretical knowledge, but simply enrich the classroom content, and do not form an independent experimental

teaching system.

1.2. Ageing of Experimental Teaching Contents and Equipment

At present, most of the teaching contents of basic nursing experiment are out of step with clinical practice. With the progress of society, new clinical conditions have emerged, so more high-tech medical equipment and medical technology have been developed. However, in the specific experimental teaching process, because the textbook content is updated slowly, it is impossible to teach the new clinical condition and field results in time, and the new clinical medical equipment is not introduced in the experimental hardware, which leads to the disconnection between the teaching content and the clinical practice. In addition, students for the basic nursing study, mostly rely on theoretical knowledge rote memorization, for clinical practical operation simplification know nothing, to a large extent affect the future development of students [3].

1.3. Single Teaching Model

In the specific nursing experiment class, the teacher will arrange the experimental subjects and experimental tools before class, and the teacher will explain the demonstration in class, and then let the students train in groups. This kind of mechanical repeated training action leads to students' lack of initiative and innovation ability, which seriously hinders the development of students' personality thought and innovation ability, and the ability to solve emergency problems after students enter the clinic is poor, and the ability to respond flexibly is lacking.(Figure 1)



Figure 1 Experiments in groups

1.4. Procedure of Experimental Classroom Operation

In the experiment class, the teacher has the prescribed requirements for the project of the experiment and the operation steps of the experiment, and the students must carry out the experiment according to the corresponding requirements and operation steps, which will only improve the students' imitation ability and limit the students' comprehensive ability training.(Figure 2)



Figure 2. Student experiments

1.5. Single Assessment Method

At present, the examination method is mainly theoretical, and the students only need to memorize the theoretical knowledge, so they can get high scores. The results of the experimental class only account for 10% to 30% of the total results of the course. The examination can not evaluate the students' comprehensive ability, and it can not reflect the students' real clinical level.

1.6. Unsatisfied Experimental Conditions

As a result of the teaching experiment method of group experiment adopted by the school, several people, or even a dozen people, will appear to study an experimental equipment. Some active students have certain experience and operation experience in the use of experimental equipment, while some students who learn to spare know nothing about the use method and operation effect of experimental equipment, which seriously affects the students' enthusiasm for learning [4].

2. Reform of Teaching Methods for Basic Experimental Nursing

2.1. Transformation of Experimental Teaching Concepts

First of all, schools and teachers should renew their teaching concepts, fully realize the importance of experimental teaching, increase the proportion of experimental teaching in daily teaching, and insist on making great efforts to pay equal attention to experimental teaching and theoretical teaching. Secondly, schools and teachers should transfer the idea of experimental teaching as the most important to students, improve students' attention to experimental classes, and combine experimental learning with theoretical learning.

2.2. Introduction of Advanced Experimental Teaching Content and Experimental Equipment

In order to combine the teaching contents of basic experimental nursing with clinical practice, we should introduce advanced experimental teaching contents and abandon the traditional backward experimental projects. Be brave to carry on the experiment innovation to the clinical question, reduce to the traditional clinical question verification primarily the experiment content. And we should pay attention to the integration of experimental teaching with clinical needs, arrange to increase certain hospital practice work, not only reduce the distance from school to post, but also meet the application of professional knowledge and skills requirements of experimental teaching purposes [5].

For some new high-tech clinical experimental equipment to be introduced, fully let students know the equipment, understand the equipment, master the method of equipment use.

2.3. Multi-teaching Methods in Experimental Classes

Based on the traditional teaching methods, we should actively carry out experimental teaching reform, apply the simulated scene teaching method, take the PBL teaching method as the leading factor, and make the experimental teaching methods more diversified.

First of all, the application of the pre-experiment report should be carried out. Before the experiment class, the teacher should inform the students in advance of the contents of the experiment this week, and the timely completion of the pre-experiment report will help the students to enter the learning state in time. Secondly, role-playing can be carried out in the experimental class. By playing the teaching video, when carrying on the nursing operation, the two teachers can use the role-playing method to carry on the actual operation cooperation, which helps to deepen the students' impression and perfect the teaching effect. Thirdly, teachers and students can prepare together when preparing the items needed for the experiment. When the teacher gives the experimental items, the students can choose the experimental equipment and instruments, which reduces the mechanical repetition, is conducive to the development of students' personality thought and innovation, and has independent thinking ability and flexible adaptability after work. Finally, teachers and students can participate in the evaluation of experimental classroom together in the classroom. At the end of the experimental course, the teacher should actively organize the students to conduct self-evaluation and group evaluation, summarize and analyze the problems and errors that appear in the experiment and accumulate experience for the next experiment. Then the teacher is responsible for the supplementary evaluation opinion, to this experiment class summary. This not only highlights the main position of students in the experimental class, but also strengthens the consciousness of participation, which is conducive to mutual discussion and mutual learning and common progress among students.

2.4. Strengthening Laboratory Construction

As the main place of basic experimental teaching of nursing, the school should increase the investment in the laboratory and narrow the gap between experimental teaching and clinical teaching. Actively build simulated wards, simulated nurse stations and simulated treatment rooms. To provide a high degree of simulation of the hospital environment, students in the experimental classroom can quickly enter the role of nurses, from the ideological attention to experimental courses, strengthen the basic knowledge of nursing learning and experimental operation ability, cultivate students' comprehensive ability.(Figure 3)



Figure 3 Simulation ward

Secondly, the management of laboratories should be strengthened. Arrange professional management personnel to manage and regularly overhaul the instruments and equipment in the laboratory to ensure the normal use of the equipment in the laboratory. Secondly, it is necessary to ensure that the laboratory is highly open. In the daily practical training class, some students do not really achieve the purpose of experimental teaching because of the shortage of equipment or the limited time of experimental class. In the extracurricular activities time weekend let students into the laboratory to increase the experimental practice time, better grasp the nursing operation skills.

2.5. Establishment of a Scientific Assessment Mechanism

Efforts should be made to diversify assessment methods and establish and improve scientific assessment mechanisms. To avoid the assessment of the main theory course, improve the results of experimental courses in the total proportion of the results. The comprehensive ability of students is evaluated in a more scientific and reasonable way, which reflects the students' real clinical level.

3. Concluding Remarks

The teaching method should be reformed in time in the course of basic experimental teaching of nursing. To solve and reform the problems of backward experimental teaching, achievement of experimental teaching content and equipment, single teaching mode, programmed operation steps of experimental classroom, single examination method and unsatisfied experimental conditions, we must first change the concept of experimental teaching and introduce advanced experimental teaching contents and experimental equipment. Secondly, we should adopt a variety of teaching methods in the experimental teaching classroom, again, we should strengthen the construction of the laboratory, and finally establish a scientific and reasonable assessment mechanism. This is not only conducive to improving the theoretical knowledge system, but also can increase students' practical operation results and improve the level of operational skills. guaranteed classroom quality, and trained high-quality nursing graduates to meet the needs of the society for nursing talents.

Acknowledgements

Research on the reform of teaching Content and method of nursing basic Experiment courses for nursing specialty, 2018C36.

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