Research on Exploration and Practice of Situational Simulation Teaching Reform Based on Applied Talents Training

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Abstract: In recent years, the application of talent training emphasizes the practice of teaching reform, and scenario simulation as a practical and operative teaching method can improve students' cognitive ability and practical ability in a short period of time, and the teaching effect is outstanding. This paper analyzes the characteristics and teaching requirements of scenario simulation teaching, and builds and validates the scenario simulation teaching, and summarizes the precautions when using scenario simulation teaching.

1. Introduction

On February 26, 2014, Premier Li Keqiang chaired the State Council executive meeting and proposed the transformation goals of local universities. On March 22, 2014, the China Development Forum held a message that "more than 600 local undergraduate colleges have turned to application types". The purpose of the transformation is to promote the local undergraduate colleges to cultivate more applied talents and technical and skilled talents, which can avoid the homogenization of local colleges and universities and serve the local economic and social development more deeply. In recent years, along with the development of the industry, the demand for high-level applied talents and technical and skilled talents has become more and more urgent. The weak teaching practice and the lack of dual-teachers have become the main problem for the transformation of applied talents in many colleges. Therefore, teaching reform, changing traditional teaching methods, improving students' initiative, enthusiasm and ability to apply knowledge, improve The practical ability of teachers has become an important task for the cultivation of applied talents.

2. Concept and Development of Situational Teaching

The "scenario" is derived from the English "simulation". Foreign scholars use the words "simulation-based learning", "nursing simulation" and "human patient simulation" in the relevant literature. In the domestic literature, "scenario/situational teaching" "scenario/ Situational teaching method "scenario simulation / situational simulation teaching" and other names, various names are used interchangeably, there is no clear boundary, which indicates that the domestic use of the name in this field has not yet formed a norm. For the concept of situational teaching or situational simulation teaching, scholars often define the curriculum according to their own application, so the descriptions given by different scholars in different disciplines are not the same. Ma Weihong et al [1] believe that the scenario simulation teaching method is a simulation simulation exercise teaching method that combines role-playing, dialogue practice and situational teaching, which can combine learning and interest. Wang Yan et al [2] proposed that the situation simulation teaching method is to simulate or virtualize the environment and process of event or thing occurrence and development by creating a near-real clinical situation, so that learners can participate in it, thereby acquiring knowledge and improving ability. A teaching method that enhances the emotional experience. Rauen [3] describes scenario-based approach as: a simulation of a scenario or activity that allows participants to experience a simulated situation without having to take on real-world risks to achieve a teaching purpose. The inconsistency of the concept limits the development and promotion of situational teaching as a universally applicable teaching method to a certain extent. In

the nursing education, there is no unified statement about the concept of nursing scenario simulation teaching. Some scholars believe that the nursing situational teaching method refers to teachers creating a situation around a certain teaching theme and guiding the nursing students to play the role, and simulate or virtualize the occurrence and development process of the event [4]. From the perspective of research and subject development, the definition of the name and its concept, and the in-depth exploration of the connotation of nursing situational teaching are conducive to the formation of a unified research paradigm and research synergy in the academic community, and also help strengthen external communication and reduce communication barriers.

3. The Development of Situational Teaching

Scenario teaching was first used in language teaching. It was proposed by the famous British language educators Palmer and Hornby in the 1930s and 1960s. It was popular in the UK. It was called the oral grammar in the early stage and was renamed as the scene after the 1950s. Law [5]. The scenario method was introduced to China in the 1970s, and the well-known "New Concept English" is the method used. In 1989, Brown et al. first proposed the concept of situational teaching. In 1995, Teacher Li Jilin first defined "situational teaching" in China and used it in Chinese teaching. It has now developed into a situational education theory. The earliest literature on situational teaching in the Chinese Journal Full-text Database and Wanfang Database was published in 1997. Since then, only a small amount of research literature on the application of situational teaching in nursing education has been published each year, but The number of published literatures after 2006 (especially after 2010) has increased rapidly. From 1997 to 2013, the number of related literatures on nursing situational teaching reached more than a thousand. The authors involved 34 provincial-level administrative regions, which to a certain extent indicated that more and more colleges have applied this teaching method to nursing teaching. in.

4. The Simulation Strategy of Situational Teaching

According to the degree of matching between situational teaching and clinical practice, Decker et al. divided the simulation strategy into different levels from low simulation to high simulation. Because the tools selected by the simulation are different, the purpose and effect of the training are not the same. Cant et al. also proposed that the simulator can be divided into low simulation level, medium simulation level and high simulation level according to the accuracy or accuracy of the simulator interaction. The low simulation simulator is static and can display a small number of realistic features or actual functions to learn and train a specific skill; the medium simulation simulator is closer to reality and can simulate heartbeat and breath sounds. High simulation simulators, such as the High Simulation Physiological Drive Simulation System (HPS), are high-simulation simulators with specific physiological functions that provide the ability to view, feel, and provide an automatic physiological response to the specific care provided. The higher the price of the high simulation simulator, the closer the physiological response to the actual care, drugs, oxygen and other measures is to the actual situation, and the more beneficial it is to the training of the students' critical thinking ability. With the development of economy and information technology, more and more nursing colleges use high-simulation simulation people to carry out nursing teaching, which promotes the development of nursing situation teaching. In the past 10 years, various nursing colleges in China have purchased various simulation products, established simulation laboratories, simulated wards, and even simulated hospitals. However, there is still a big gap between the development of simulation teaching and the effect of teaching and such large hardware facilities. .

5. Practice and Effectiveness of Scenario Simulation Teaching Reform Based on Application-Oriented Talent Training

Clear teaching themes. The main contents of the human resources management course include work analysis, human resource planning, employee recruitment and selection, training and

development, performance evaluation, and compensation management. The different scenarios are designed for different content. Among them, the job analysis simulation is mainly responsible for introducing the organizational chart of the virtual company, analyzing the job responsibilities of an important position, analyzing its specific work content and work flow, investigating the sample, collecting the requirements of the work activities for the employees, etc., forming a job description. And work specifications; human resources planning discussion meeting simulation is based on the virtual company's human resources demand changes, combined with the company's development plan for the next five years, to develop the company's required human resources demand forecast report in the next year; employee recruitment simulation is based on the company's human resources needs Forecast the situation, formulate recruitment plans, publish recruitment information, organize recruitment of examiners and candidates, conduct simulation exercises; training simulations for new employees recruited by the company's newly recruited employees, analyze training needs, develop training plans, implement training, and provide training feedback The performance evaluation simulation mainly uses the ranking method, the pairing comparison method, the mandatory distribution method, etc. to perform performance evaluation on a certain position or a certain department of the company. Simulating a position evaluation and salary design mainly uses the factor counting method to evaluate a company's position and design a salary system.

Student grouping. According to the number of classes, 8-10 people in each group will choose a team leader. Each group set up a virtual company, set up an organizational structure chart and job configuration map, set up the position of general manager of the company, and then set up human resources department, finance department, administration department, marketing department, research and development department, and then set up specific departments, etc. Different post roles, and clarify the job responsibilities and work content of each position.

Design a scenario simulation scenario. According to the task arrangement of classroom teaching, after clearing the theme of the scenario simulation, the scenario simulation plan is designed under the leadership of the team leader.

Actual simulation. On the basis of the scenario simulation plan, each team conducts a role-based division of labor. Students in each role are fully prepared for their positions and requirements, and perform actual simulations in the case of laboratory computers, projections, printers, and photocopiers. In the scenario simulation, the student can play a department manager or department employee. For the result of the 360-degree performance evaluation method of the human resources department, the department manager needs to prepare all the preparations for the interview in advance, and the employees must also do well in advance for this performance. Analyze the strengths and weaknesses in the assessment, work with the department manager to find a solution to the problem, and clarify the direction of future efforts to improve. Through performance feedback interview simulation, not only can improve students' ability of language communication, but also promote students' thinking about improving work performance.

Summarize the evaluation. Students can't see their image and display during the simulation, so the teacher can arrange for students to take photos or videos to let students know themselves. After the scenario simulation, each group can make self-evaluation, group mutual evaluation, teacher comprehensive review and summary, through these links to find out the problems in the simulation process and the aspects that are still missing in the practice, and discuss the measures to improve and improve these. Improvement measures are used in the next scenario simulation process.

Overcome the shortcomings of the disconnection between theoretical teaching and practical teaching. Through the actual work simulation of the role, the students understand the company's actual work processes and work skills, laying a foundation for internship and employment. 2. Achieve effective interaction between teaching and practice. Through the scenario simulation of human resources management teaching content, teachers and students participate together and cooperate with each other to achieve a certain work experience through the successful completion of the simulation task. Fully mobilized the initiative and enthusiasm of students' learning. Feeling, imitating, learning and summarizing in a realistic, visual environment, students have a great interest in learning and participation compared to traditional teaching. Moreover, the students have become

the practitioners who actively participate in the simulation from the audience of traditional teaching, and have strengthened the understanding and mastery of theoretical knowledge through practice.

6. The Considerations for the Application of Scenario Simulation Teaching Reform

Teachers must have comprehensive teaching skills. Scenario simulation teaching requires teachers not only to understand the knowledge of applied courses, but also to have advanced teaching concepts that conform to the times, as well as skilled operational skills. It can not only guide students, but also control the practice simulation classroom and find problems in a timely manner. Therefore, colleges and universities should strengthen the training of young teachers, deepen the company's first-line exercise to improve skills, and expand the proportion of dual-teachers. Only in this way can we better complete the scenario simulation teaching and adapt to the requirements of applied teaching reform.

Scenario simulation teaching methods must be innovative. Scenario simulation methods are not unique. They can have sitcoms, live meetings, performance interviews, team games, etc. No matter what method is used, students should be actively involved, from the completion of the task. Experience the harvest of practical activities that are both a consolidation of knowledge and an early experience of future work. These innovative methods must be guided by the teacher before use, and have certain feasibility. Students should also strengthen their understanding of job responsibilities and fully prepare for the task before they can successfully complete the simulation task.

Scenario simulation teaching should emphasize the teamwork of applied talents. In the planning process of scenario simulation activities, various preparations are needed, which requires students to conduct a reasonable division of labor for research, reading, communication, design, and so on. During the simulation process, various roles need to cooperate with each other to fully embody the practical effects of theoretical knowledge through scenario simulation. Therefore, scenario simulation practice should focus on team communication and understanding, which is conducive to the improvement of students' application ability and comprehensive quality.

7. Conclusion

Scenario simulation teaching method allows students to obtain real practical training, effectively improve students' practical ability, teamwork ability, analytical ability and organizational ability. For the cultivation of applied talents, this method allows students to think about ways and means of solving problems by simulating realistic work situations, deepens the understanding of theoretical knowledge, and effectively solves many applied courses because of objective reasons. The problem of enterprise practice is welcomed and loved by students. However, the scenario simulation method for different courses of different professions still requires teachers to continuously explore and innovate applications, improve the effect of practical teaching, and cultivate real application talents.

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