

Application of Situational Teaching Method in Experimental Teaching

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Abstract: In recent years, with the deepening of the new curriculum reform, quality education has become the development direction of education and teaching. Teachers are required to innovate teaching methods in the teaching process, adhere to the student-oriented concept and stimulate students' interest in learning. Situational teaching method plays a significant role in experimental teaching. It can mobilize students' enthusiasm, cultivate students' ability to analyze and solve problems, and further improve students' comprehensive quality. Combined with the book *Comprehensive Nursing Training*, this paper analyzes the practical application of situational teaching method in experimental teaching, hoping to improve the teaching quality and effect.

1. Introduction

With the progress of nursing, nursing has been transformed into a patient-centered and human health-oriented nursing model. Nursing staff should not only have certain professional knowledge and skills, but also have high professional quality. The book *Comprehensive Nursing Training* mainly introduces the nursing training contents related to internal medicine, surgery, psychiatry, health assessment and other departments, so as to provide reference for the daily work of clinical nurses. Applying situational teaching method to explore the curriculum law of *Comprehensive Nursing Training* has great practical significance for enhancing teaching quality and strengthening the ability level of nursing students.

2. Overview of Situational Teaching Method

2.1 Connotation of Situational Teaching Method

Situational teaching method means that in the process of education and teaching, teachers bring students into a set specific scene according to the teaching content, so that students can have an immersive feeling, learn course knowledge in listening, watching and performing, stimulate students' interest in learning, and promote students to understand the teaching content more deeply, so as to foster students' expression ability and problem-solving ability. This teaching method originated in Britain, has been widely used in various disciplines, and has achieved good teaching results. It is characterized by intuitive image, strong appeal, and can realize the unity of content, method and purpose. After classroom teaching, students' practice will be completed. This teaching method can promote students to have rational insight in the real situation, stimulate students' learning enthusiasm, and let students actively participate in teaching activities.

2.2 Categories of Situational Teaching Method

Situational teaching is based on creating situations. Situational teaching method can be divided into clinical situation, language situation, problem situation and so on. The key of situational teaching method lies in the implementation of situational teaching. From the perspective of situational construction, situational teaching includes clinical practice, multimedia courseware, group discussion and so on. Situational teaching ensures the teaching quality through process management. From the perspective of teaching design, it can be divided into three stages:

situational design, student participation and teacher comments.

3. Advantages of Applying Situational Teaching Method

Applying situational teaching method in the teaching of *Comprehensive Nursing Training* can well implement the teaching contents and objectives in *Comprehensive Nursing Training*, and show the innovation and direction of nursing training teaching, which plays a significant and positive role in the development of cognitive activities of nursing students. The advantages of applying situational teaching method are mainly reflected in the following aspects. Firstly, in practical teaching, by creating vivid scenes and integrating the content of theoretical knowledge into experimental teaching can make those obscure knowledge points more vivid and specific. Integrating some difficult concepts and technology in the comprehensive nursing training course into the image scene can stimulate students' learning interest, promote resonance and empathy between teachers and students, enhance the interaction between teachers and students, change students' cognition and behavior, and let students actively participate in teaching activities, so as to not only improve the teaching effect, but also help to enhance students' operation ability and application ability. Secondly, this teaching method organically combines theoretical knowledge with practical operation, realizes the purpose of vivid and innovative teaching, and promotes students to produce the internal driving force of learning, which not only enhances students' clinical nursing ability, but also enhances students' innovative consciousness. Thirdly, teachers arrange experimental preview tasks for students before experimental teaching, promote students to actively consult relevant resources through libraries and networks, effectively improving students' autonomous learning ability and independent thinking ability. Finally, teachers can summarize after the experimental teaching is completed. This way can not only consolidate teaching knowledge, but also expand nursing students' thinking, foster their operation ability and expression ability, promote their professional ability and quality, and lay a solid foundation for their future work and development.

4. Practical Application of Situational Teaching Method in Experimental Teaching

4.1 Innovate the Experimental Teaching Mode and Design the Teaching Content Scientifically and Reasonably

In the process of experimental teaching, teachers should combine nursing psychology and focus on cultivating students' innovative thinking ability. In terms of experimental teaching content, the design should focus on the training guidance of basic nursing skills and comprehensive nursing. In terms of teaching methods, the combination of health assessment software, multimedia and group discussion should be actively used to strengthen the practice of nursing students in clinical situations. For example, in the health assessment experiment in *Comprehensive Nursing Training*, teachers can organize students to conduct self-assessment with the symptom checklist, then give the corresponding reference norm, and put forward problems such as the comparison of your health level with that of Chinese nurses, so that students can think independently.

4.2 Skillfully Design the Teaching Situation and Arrange Experimental Preview Task for Students

When situational teaching is applied in experimental teaching, there are high requirements for teachers' knowledge structure and teaching ability. Teachers should not only have certain nursing professional knowledge, but also have certain innovation ability. Therefore, in experimental teaching, teachers should give full play to their subjective initiative, enhance their sense of responsibility, focus on enhancing their situational teaching ability, actively use multimedia technology, tap network information resources, reproduce clinical nursing situations, and promote the combination of teaching and learning. Firstly, teachers should combine the teaching situation with clinical nursing work, actively study in clinical departments, have practical experience in the front line, obtain the real materials of practical nursing situation in the process of practice, and

improve the authenticity and clinic of teaching content. Secondly, teachers should improve their teaching ability in situational teaching, pay attention to the cultivation of comprehensive quality in the aspects of teaching scenario design, teaching scenario implementation and teaching scenario evaluation. Finally, teachers should arrange experimental preview tasks for students in combination with the teaching content. Before experimental classroom teaching, teachers can use multimedia to play the content related to the experiment in the form of slides or videos. In this process, teachers need to explain the display content with vivid language, let students understand the experimental knowledge, stimulate students' interest in learning, and arrange experimental preview tasks for students. Students independently consult relevant teaching resources through the library and network, understand relevant knowledge and technology, determine reasonable experimental schemes, and carefully prepare the experimental preview report. For example, when teaching the content of vital signs monitoring in *Comprehensive Nursing Training*, clinical videos can be designed in advance to make students aware of the importance of vital signs monitoring and teach students monitoring methods and skills, so as to improve the authenticity and contrast of teaching.

4.3 Implement Experimental Teaching and Mobilize Students' Enthusiasm

In the experimental teaching, teachers can bring students into the simulation training room and develop situational teaching by the real objects in the training room, so as to make students have an intuitive visual feeling and promote students to combine their theoretical knowledge with the real scene. Through experimental operation, students can deeply understand the theoretical knowledge and master the law of theoretical knowledge, so as to better understand the basic theoretical knowledge, apply it to practical operation and improve their professional and technical skills. According to the specific experimental contents, teachers can personally operate the experimental instruments and equipment to play an exemplary role. After demonstration, teachers can put forward relevant questions according to the experimental content, divide the students into groups for discussion to give reasonable solutions. After the students answer, teachers should explain the questions in detail to let the students understand the purpose of the experiment, the application scope of the experiment, the materials required for the experiment and the problems needing attention in the operation, so as to promote the students to better operate the experiment. After the completion of these teaching work, the students can be divided into several learning groups to implement the experiment according to their own experimental scheme. During the experiment, teachers need to pay close attention to and give guidance in time. For example, in the teaching of "intravenous indwelling needle technology", teachers can play a Chinese Nursing Song to students to let students really feel the professional responsibility and mission, and improve the responsibility consciousness of nursing students. Then, teachers can let students take the initiative to the podium to talk about their cognition of nursing work.

4.4 Strengthen Experimental Teaching and Enhance Students' Operation Ability

Teachers can organize students to intern in internal medicine, surgery, obstetrics and gynecology, psychiatry and other departments. Under the guidance of teachers, students can go to the real scene to face patients and their families, so as to experience the nursing training work of different departments. For example, in the surgical consulting room, teachers can organize students to communicate with patients, guide students to recognize the anxiety, fear and other emotions of patients, understand the drugs that patients need to take orally, carry out medication nursing according to the instructions of the attending doctor, and help patients recover as soon as possible.

4.5 Summarize and Focus on Assessment and Evaluation

After students complete the experimental task, teachers should summarize in time. In classroom teaching, teachers can organize students to show the experimental design ideas, schemes, results and experiences, and guide other students to discuss. For the problems existing in students' experiments, teachers should correct them in time and finally form a conclusion to promote students' better progress. In addition, relevant examinations should be carried out. The purpose is to make students correct their learning attitude, enhance the quality of experimental teaching, enhance

students' perceptual cognition and improve students' innovative thinking ability. In the process of experimental teaching, the examination method of experimental course can be used to determine the students' comprehensive scores through the comprehensive examination of experimental preview report, experimental operation skills and experimental report. In specific teaching, teachers should focus on students' learning attitude, application ability of theoretical knowledge, experimental operation skills and ability to analyze and solve problems, so as to reflect students' practical ability more scientifically, so as to improve students' comprehensive quality.

5. Conclusion

To sum up, in the process of applying situational teaching method to carry out experimental teaching in combination with *Comprehensive Nursing Training*, it is necessary to enhance students' situational teaching ability, stimulate students' interest and initiative in learning, make students feel immersive, and innovate experimental teaching mode, which can not only improve the effect of experimental teaching, but also foster students' expression ability and practical ability.

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