

# Reform and Practice of Situation Simulation Teaching Model Based on Applied Talents Cultivation

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**Abstract:** With the continuous development of China's economy, the demand for applied talents is increasing. Under the general framework of training applied talents, the teaching reform in colleges and universities is imperative. Situation simulation teaching is an important model of the cultivation of applied talents. This paper discusses the applications of situation simulation teaching in nursing, administration and food specialties, and gives the reform directions of situational simulation teaching in the cultivation of applied talents, providing references for relevant researchers.

## 1. Introduction

With the continuous infiltration of modern teaching theory, the modern teaching concept represented by scenario simulation teaching method has formed a certain impact on the traditional teaching mode, which is also the inevitable result of the change of talent demand in the process of social development [1]. The so-called scenario simulation teaching method refers to the design of teaching situation under the guidance of teachers in the classroom teaching process, the construction of classroom atmosphere consistent with the teaching content, and the deepening of the understanding of theoretical knowledge through scenario setting. Compared with the traditional classroom teaching mode, the situational simulation teaching method is closer to life. Combining with a series of means such as case analysis and scene reproduction, the classroom teaching is targeted, innovative, flexible and practical. Situational teaching is an important teaching method. We should make full use of various teaching methods including situational teaching. Situational teaching can be divided into five types, and situational simulation teaching mode is one of them. This kind of teaching mode advocates task-oriented experiential training, which can make students better understand the teaching content and develop their mental function. Teachers only consider the application of situational simulation teaching mode from the curriculum itself, rather than based on the overall situation of practical teaching system. Such a practice can easily lead to the deviation between the setting of specific course situation simulation teaching mode and the regulation of practical teaching system on the teaching process control of professional ability structure layout and the assessment of teaching results, thus affecting the realization of practical teaching objectives. Therefore, situational simulation teaching mode must be integrated into the practical teaching system for management [2].

## 2. Practice of Situation Simulation Teaching Model in Applied Talents Cultivation

### 2.1 Applications in Nursing Specialty.

The implementation process of situational simulation teaching in nursing education is similar. Teachers compile situational teaching cases based on real clinical cases around teaching content and teaching objectives. At present, simulation teaching of nursing situation in China. Most of the cases are static cases in a fixed situation of a single disease. Before the situation in the case lacks dynamic development and change, teaching cases and related learning materials are sent to students, so that

students can analyze and discuss the cases on the basis of completing relevant content learning. If necessary, group members also need to conduct pre-class simulation exercises. On the basis of the existing technical conditions of the school, the teacher creates a working situation close to the real situation according to the selected theme. Scenario simulation is performed by using simulated human. In different teaching situations, nurses in the simulation group played different roles as nurses, patients, doctors and family members according to their needs. Nurses in the observation group observed and recorded the simulation on the spot. Teachers and students' feedback on the situation simulation in the previous stage, point out the existing problems, and propose corrective measures. Discussions and feedback are the core links of situational simulation teaching, which can provide learners with a platform to reflect on the simulation process and learn from their own mistakes, and play a vital role in achieving the goal of situational simulation teaching. Teachers' role in this process is guider, not evaluator. In the future situation simulation teaching, we should pay attention to improving the discussion and feedback links. Feedback should not only pay attention to the deficiencies in the process of situation simulation, but also pay more attention to the cultivation of clinical comprehensive quality of nursing students, as well as their emotional experience in the process of situation simulation, affirm their good performance, and guide nursing students to explore how to improve the deficiencies [3].

## **2.2 Applications in Administration Specialty.**

Administrative management specialty is a comprehensive discipline with the core of serving social governance. With the change of the demand for talents in the process of social development, the advantages of traditional education mode in theoretical talent training have gradually disappeared, and the training of applied talents has become one of the main directions of education mode reform at the present stage. Because of the particularity of the post after employment, administrative management specialty needs to strengthen the practical teaching content while building the basic theoretical knowledge system, realize the training idea of paying equal attention to both theoretical and applied talents, and meet the needs of new administrative personnel under the market economic system. According to the needs of administrative posts, practitioners should master theoretical knowledge including law, economic construction, cultural education, municipal construction, social order, public health and other aspects. In addition, they also need to possess noble professional ethics and legal consciousness. Although the modern teaching concept has changed the traditional teacher-led teaching mode in the past, it does not mean that teachers' classroom teaching function has been weakened, and teachers' status in classroom teaching is still important. Situational simulation teaching of administrative management requires teachers to have flexible teaching thinking and have a deeper understanding of the requirements of the syllabus. Through the design and grasp of teaching materials, personal thoughts and emotions are integrated into it, and then resonance is generated among students to stimulate students' interest in learning. In addition to introducing the basic knowledge of image etiquette, teachers should also use personal language, tone, action, gesture, image, soul and other aspects of performing teaching, so that students can be more intuitively aware of the actual effects of different image etiquette. Through personal demonstration, we can improve the classroom teaching effect and improve the image and etiquette knowledge system and practical ability of students majoring in administration [4].

## **2.3 Applications in Food Specialty.**

In the situational simulation teaching of "Modern Food Enterprise Management" course, teaching is carried out by setting up a virtual food enterprise and simulating its operation and management. The main way is the role drilling in the situational simulation teaching method, that is, according to the role, background, task and time determined in the simulation drilling program. First of all, according to the teaching objectives of each chapter, let the students combine freely, according to the content of each chapter, scientifically and reasonably delimit the number of each group. After discussion, the group freely chooses to set up a food virtual company. The group members divide the responsibilities of the food enterprise, and simulate to act as general manager, production manager,

marketing manager and human resources department respectively. Managers, financial managers and other positions, assume the role of food enterprises, according to different colors to complete the teaching of different chapters of learning content, such as virtual establishment of food enterprises type, organizational management, strategic management, production management, quality management, marketing management, human resources management and financial management. Teachers play the role of directors. If the student-simulated food enterprise is just founded, human resources are scarce, and with the continuous expansion of the enterprise scale, talents need to be introduced. This involves the recruitment of human resources management in food enterprises, and the positions, numbers and channels through which to recruit talents needed by enterprises need to be discussed and completed by students. After the completion of the situational simulation course, the discussion was started, and the whole simulation process was summarized and reported. The teachers commented on it and summarized the experience and existing problems. Through their own participation in the management practice of modern food enterprises, students not only understand and master the theoretical knowledge of each chapter of the course, but also understand how to transform theoretical knowledge into production management practice.

### **3. Reform Directions of Situation Simulation Teaching Model in Applied Talents Cultivation**

#### **3.1 Strengthen Theoretical Discussion.**

Although situational simulation teaching method can make up for the gap between traditional teaching theory and practice, there are still differences between current classroom teaching and the training of spy officers. Firstly, the coherence of classroom teaching system and the limitation of time require researchers to rethink the essence of situational simulation teaching method. However, from the point of view of current research, researchers still lack of theoretical thinking on situational simulation teaching method. There are still many theoretical problems that need to be solved by researchers, such as the concept and organizational form of situational simulation teaching has not reached consensus. What is the relationship between situational simulation teaching and traditional teaching? Is situational simulation teaching only a supplement or a substitute for traditional teaching? How to solve the existing problems in situational simulation teaching needs further consideration by researchers. Situational simulation teaching mode is a new teaching method. It is an extension of case teaching method. It breaks the shortcomings of the original teaching method in the process of carrying out teaching, makes teaching more interactive, helps to stimulate student's enthusiasm for participation, and also maximizes the effect of immersion, and cultivates students' ability of language use and knowledge application. Situational simulation teaching of public management specialty should be carried out in accordance with certain design procedures to improve the teaching rationality. Under the background of the reform of education and teaching, the major of education management in our country must insist on innovation, adopt situation simulation method to design teaching, and provide more practice platform for students, from the aspects of curriculum analysis, design, development and implementation, and improve the practical application.

#### **3.2 Expand Application Areas.**

Situational simulation teaching is widely used in the field of medical nursing and economic management, while it is seldom used in other fields. In fact, situational simulation teaching method can have a broader development prospect. It can be used not only in practical disciplines such as medical nursing and management, but also in ideological and political theory courses and cadre education. Researchers have begun similar attempts. Only when the learners are exposed to the real problems related to their survival can they realize the value and significance of the knowledge they have learned, make learning meaningful, and better stimulate the students' learning subjectivity. This is also the application of Rogers' concept of meaningful learning in teaching. Therefore, different disciplines can try to use situational simulation teaching method, so as to better promote students' meaningful learning. Online interview is a new channel of modern network application and

communication between the government and the people. It provides a new way of expression for the people and reflects the determination of our government to reform. It is helpful for students of public administration to carry out online interview simulation to combine social hot issues, divert their thinking, enable them to think in their answers, participate in social and political life better, and improve their practical ability. The curriculum of public management specialty not only involves its own learning content, but also has a very close relationship with other knowledge. When carrying out professional situation simulation teaching, we should explore the conjunction point between theoretical knowledge and management practice, fully study its relationship with various professional courses and enrich the content of simulation courses.

### **3.3 Perfect Evaluation Index.**

Although the existing research generally supports the situational simulation teaching method, compared with traditional teaching, it has obvious advantages, such as better mastery of students' knowledge and skills, higher interest of students, etc., but the persuasion of the existing research is still insufficient. This is mainly because most of the current research on the effect of situational simulation teaching uses self-designed questionnaires to investigate students' attitudes and understanding of situational simulation teaching method, and the evaluation tools used by each researcher are inconsistent. Even though some researchers use quasi-experimental method to compare the differences between traditional teaching and situational simulation teaching, these researchers are also the operators of the experiment, which inevitably leads to the famous Rosenthal effect in teaching. Therefore, the follow-up study should strengthen the research on Evaluation methods, and use experimental design and effective sample size to improve the validity of the study. At the same time, we should strengthen the research and development of situation simulation teaching application effect evaluation tools, and design comprehensive and effective evaluation tools. After determining the time and theme of case simulation, teachers and students also need to compile the activity plan according to the content of the case, understand the whole process of the activity, and condense it. In addition, in order to improve the authenticity of the simulation teaching, we should restore the cases to the maximum extent, starting from the aspects of dress, invitation of characters and school support, so as to ensure that the activities are more authentic and enable students to enter the scene faster. The core of situational simulation teaching mode is the participants. Every student must be guaranteed to participate in the design of the situation. In this regard, the case should design the role, assign the work and tasks to ensure the smooth development of simulation teaching. Teachers, as organizers of case implementation, should evaluate students according to the actual situation, summarize the effect of activities, help students to identify their own shortcomings, and give full play to the advantages and roles of simulation teaching.

## **4. Conclusion**

With the rapid development of society, the professional content of colleges and universities is becoming more and more abundant, of which the application-oriented major accounts for a large part. In order to improve the training level of applied professionals, we should integrate modern educational concepts with applied professionals teaching, improve the theoretical knowledge system, and use situational teaching mode to meet the needs of applied professionals.

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