

The Research of Micro-lecture in the Teaching of Nursing English

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Abstract: The research applied microlecture to traditional nursing English teaching to study the changes after applying microlecture to nursing teaching. The main changes are in student initiative and achievement. Students learn professional knowledge of nursing in different countries about nursing philosophy, nursing cultural background, nursing English communicative competence and learning initiative and other changes. The research involves the selection of the same grade, the same level of nursing undergraduate students as the research object, a set of the traditional teaching, and another group of micro class + traditional teaching, comparison and analysis between the two groups of teaching process and the effect evaluation of different. Micro-lecture, with teaching video as the main line, prominent theme, clear direction and timely feedback, is conducive to stimulate the interest of nursing students in learning nursing English and achieves good learning effect.

1. Introduction

Nursing students need to master the nursing professional knowledge, understand the various countries of the concept of nursing and the nursing cultural background, and make sure their own English level has reached the international nurses' professional standards and they can exchange with people in English. Foreign-related nursing way of spoken English and the use of English has higher requirements, involves many professional uncommon noun and only use the traditional teaching method is very difficult to achieve the desired effect.

2. Current Situation of Nursing English Teaching

At present, nursing English teaching is based on traditional nursing English teaching method; its characteristic is the course schedule standard, large amount of information, follow the principle of gradual, easy to control nursing English teaching, however, two disciplines, nursing and English need the knowledge in more broad scope and content of trivial. Students' learning enthusiasm has been affected by the traditional teaching mode, eventually leading to the learning inefficiency. For example, high cramming teaching leads students' thinking and learning passively; textbook teaching leads students' mechanical memory, not active learning. In classroom learning model, students practice less, learning mute English. However nursing English is a practical applied strong discipline, and with the development of globalization, more foreign expatriates in foreign-related ward of the hospital cause shortage of foreign-related nursing staff, require good English application ability of nursing staff quickly, using knowledge to clinical practice. The course can fully arouse the enthusiasm of students, and improve the work efficiency, and create more practice opportunities for students.

3. Micro-lecture

Micro-lecture is a lecture that video is the main carrier, record the teacher education around certain knowledge in the teaching process, both inside and outside the classroom, around the difficult points and teaching link in the whole process of teaching and learning activities. [1] The

core content is the classroom teaching video lesson (pieces), at the same time also contains design teaching material relevant to the subject matter and the teaching courseware teaching reflection practice tests and student feedback comments, such as auxiliary teaching resources, relationship with certain organization and presentation to create a small one and a half structured theme resources unit application environment. Therefore, Different from teaching resources such as teaching courseware design, teaching reflection and other teaching resources of traditional single resource type, micro-lecture is a new teaching resource that inherits and develops on its basis and has the following characteristics: teaching time is short, generally 10 minutes is appropriate; problems clustered, the subject prominent; the content is concise, the theme is distinct, the direction is clear, the type is diverse relatively complete; resources are convenient and contextualized.

4. The Teaching Case of Micro-lecture in Nursing English

Foreign patients go through the discharge formalities is in Unit 8 of water resources and hydropower in China nursing practical English, the content of the register to see the doctor for hospital to go through the discharge problems is often in our daily life, for example, foreign patients go through the discharge formalities, in particular, due to differences in language, to the environment are not familiar with, need our nursing staff to make a correct guidance because of nursing students' English level is relatively low, the students want to speak but lack courage in micro teaching should focus on English language application using micro class, in the form of a flexible and vivid teaching class. The purpose of teaching foreign patients is to handle discharge formalities, giving guidance to foreign patients on discharge, and instruct them to receive treatment and return to the hospital on time in accordance with the doctor's instructions; guide foreign patients to go through discharge procedures. Letting foreign patients go through the discharge formalities is nursing students of grade teaching object, limited knowledge of nursing, but the English oral English ability is weak, nursing professional English vocabulary is less. In two micro videos, giving the patients the doctor's advice before leaving hospital and the hospital nurses to lead the family to go through the discharge formalities, students can adjust the learning progress, according to oneself circumstance watching micro class micro class dynamic demonstration on a computer or mobile phone repeatedly, It will stimulate students' interest in learning. According to students' learning situation before class in the classroom in a timely manner, teachers adjust the depth of the teaching schedule and teaching content in foreign patients go through the discharge formalities in the two micro video, have a role play activities. Nursing English is an organic combination of the English language, and visual image to highlight the micro video nursing staff behavior and manners of the instrument, and language skills for students. The lesson is a new kind of study way, the traditional cramming teaching method reform and innovation, and students can, according to their own time, better consolidate the knowledge learned in class, pay more attention, have enthusiasm for learning.

5. Evaluation of Micro-lecture Teaching Effect

Foreign patients go through the discharge formalities teaching objects are sophomores of 3 classes (class 4, 5, 6 class). The three classes of students have similar English proficiency at the beginning of enrolment, three ways of teaching: micro-lecture before class, during class and don't look at micro class after the course, are compared in terms of the teaching effect, shown in the following table.

Table 1 Average scores of 3 classes

Class	Numbers	Learning ways	Average scores
4	40	see micro lecture before class	86.5
5	42	see micro lecture in class	80.2
6	45	Traditional teaching	72.4

By the data in the table we can see that the average scores of Class 4 and 5 using micro-lectures

were 14.1 points and 7.8 points higher than those of Class 6 without micro-learning. The average of Class 4 of micro-lecture before class was 6.3 points higher than the average of Class 5. In the closest test to this test, the average scores of Class 3 were comparable to those of Class 6 that did not look at the micro-lecture.

6. Conclusion

Through data analysis, we can see, the class can increase students' interest in visual, with clear knowledge organized, being easy to grasp and students can watch over and over again if they don't understand. The class helps students establish a positive learning attitude, beneficial to the improvement of the nursing students overall English level. The main changes are in student initiative and achievement. Students learn professional knowledge of nursing in different countries of nursing philosophy, nursing cultural background, nursing English communicative competence and learning initiative.

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