

Application of Chemistry Course in Nursing Specialty in Higher Vocational Colleges

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Abstract. The foundation of medical chemistry is the basic discipline of nursing profession, and plays a role of “foundation” in nursing education. However, the role of the application of chemistry courses in teaching has gradually shifted towards the weakening of theoretical knowledge. There is still a lack of research on improving the application of academics in the field of chemistry in the discipline of chemistry. The main purpose of this paper is to use the teaching reform teaching model to transform knowledge into professional skills and cultivate outstanding talents with theoretical foundation and application development. This paper mainly studies the application of target teaching mode in the basic teaching of medical chemistry, and conducts comparative research with practical examples. The research finds that focusing on heuristic teaching will improve students' ability more effectively.

1. Introduction

The target teaching mode is based on the teaching objectives and the method of implementing classroom teaching along the main line of teaching objectives. Guided by the teaching objectives, the teacher develops a series of teaching activities around the teaching objectives throughout the teaching process, in order to stimulate students' interest and enthusiasm for learning, and encourage students to study hard to achieve the teaching goals. Through targeted teaching, students stimulate interest in learning, increase enthusiasm, and encourage students to work harder in learning. The target teaching mode enhances students' learning ability, and strengthens the self-confidence of teachers' teaching. Teachers and students cooperate with each other in teaching, creating a relaxed and pleasant teaching atmosphere, forming a good teaching mode and effectively promoting the teaching career. development of. Through the target teaching mode, it plays a certain role in the reform of the nursing professional teaching system in China, thus promoting the development of nursing professional teaching.

As a major course of chemistry, how to effectively reform the teaching of chemistry is extremely important. In 2016, He Xiaoyan and others [1] carried out research on the experimental courses of chemistry majors in order to cultivate students' innovative thinking mode and practical ability, and studied from three aspects: basic experiment, design experiment and innovative experiment. The experiment found that the reform mode can effectively stimulate Students' interest in learning and hands-on ability. In 2016, Su Yuzhi et al. [2] reformed the experimental teaching mode to promote the cultivation of applied talents, and constructed a new model of chemistry experiment teaching. The research found that the reform model can effectively cultivate students' application ability and innovation ability. . In 2016, Li Yuzhen [3] put forward a perspective of infiltration training through theoretical analysis and practical exploration for the single problem of chemistry education training model. The research shows that this training method can not only improve classroom teaching skills but also improve related elective courses. Teaching Quality. In 2018, Zhang Shuyong et al. [4] analyzed the current situation and challenges of the cultivation of chemistry professionals in China's universities, and analyzed the future construction priorities of chemistry majors in China from the strategic and tactical levels. Some suggestions and countermeasures are put forward. The research finds a reference for the teaching reform and teaching construction of chemistry majors in Chinese universities.

Nursing teaching as a training course for cultivating professional medical professionals in China has been studied by many researchers in recent years. In 2016, Fu Hua et al. [5] used the situational teaching method to simulate the vividness of clinical nursing teaching. The experiment found that the method can effectively improve the enthusiasm of students and enhance the teaching quality of teachers. In 2016, Xu Jufang et al [6] explored the application of micro-courses in the nursing teaching of cardiothoracic surgery, and adopted the convenient sampling method to teach in the teaching mode of traditional teaching and micro-curriculum. The experiment found that the method can be effectively applied to nursing teaching. Improve the teaching effect. In 2017, Wang Hongyan and others [7] used the whole group sampling method to observe the difference between traditional teaching and mind mapping teaching in order to explore the application effect of PBL teaching method based on mind mapping in internal nursing teaching. The teaching of maps is more conducive to the understanding and memory of learning. In 2018, Zhang Yanyan et al. [8] explored the application effect of comprehensive simulation training in the teaching of emergency nursing in higher vocational colleges. Using the convenient sampling method, it was found that the first-aid comprehensive simulation training mode is conducive to improving the first-aid ability of nursing students in higher vocational colleges. And overall quality.

This paper mainly studies the application of target teaching mode in the basic teaching of medical chemistry through literature data method, teaching experiment method, questionnaire survey method and interview method [9-10], using two classes of a college to conduct comparative research, research findings Students who are engaged in the target teaching mode are more actively involved in teaching [11-12]. The learning style of students has changed from "injection" to "heuristic". The focus of teaching has changed from "teacher center" to "student center", which has further cultivated students' application ability.

2. Methods

2.1 Target Teaching Model Learning Theory

The target teaching mode is a mode in which classroom teaching is implemented with the teaching objectives as the core and the main line. Guided by the teaching objectives, the teacher develops a series of teaching activities around the teaching objectives throughout the teaching process, in order to stimulate students' interest and enthusiasm for learning, and encourage students to study hard to achieve the teaching goals. Using the target teaching method, students have a broad space to fully utilize their imagination and innovative ability to complete the learning tasks stipulated by the teaching objectives. Moreover, in a short period of time, students can enjoy the joy and sense of accomplishment of their own learning success, stimulate students' interest in learning, and encourage students to study harder. The goal-based teaching model not only allows them to jump out of the ambiguity of directed thinking, but also enhances their learning quality and speed.

2.2 Application Principles of Target Teaching Model

The teaching goal should be set from the subject of the student, taking full account of its subjective psychological activities, without departing from the student's knowledge base and its ability. Formulating a moderately difficult goal and evaluating the performance of teaching can really stimulate students' learning motivation and develop a good learning attitude, thus ensuring the efficiency of learning. People are always full of enthusiasm and initiative for things they are interested in. Applying this kind of psychology to learning requires teachers to give correct and reasonable guidance to students, and ultimately achieve the goal.

2.3 Target Teaching Mode Implementation Plan

First, the teacher should select the appropriate teaching materials for all students, and use indirect statements to summarize the main content of the textbook. Second, clarify the learning objectives. Develop detailed and systematic teaching objectives at all stages. Finally, determine the "summary test." The content of the test questions should include the knowledge gained by each unit. Teachers should include the scores of tests in the general review according to a certain percentage. In addition, the teacher can divide the content of the textbook into several units to detect the student's learning situation. According to the results of the formative test, the appropriate teaching

materials and applicable correction methods can be selected.

3. Experiments

This article selects the nursing class 1 and the nursing class 2 in 10 classes of five-year nursing major of a college nursing department as the experimental research object. Each class has 50 students, all of whom are girls, aged between 15 and 17 years old. The random selection training class 1 is the target mode learning theory experiment class, and the target teaching method is adopted; while the nursing 2 class is the control class, and the teaching refers to the traditional mode. The experimental research time is two stages, the first stage is the evaluation stage, and the teaching methods adopted by both classes are the same. The second stage is the comparison stage. The two classes use the target teaching mode and the traditional teaching mode respectively, and carry out related research.

For the teaching of the experimental class, first set the teaching objectives, and provide students with learning clues according to the teaching objectives, participate in teaching objectives and learning content, guide learning, situation prediction, teaching points to detect and feedback the students' student status. . Strengthen emotional guidance, determine learning objectives, increase learning initiative, improve students' learning efficiency in the teaching process, and feedback the results of teaching and learning through the results of examination papers. For the control class, the traditional teaching mode is still adopted.

4. Results and Discuss

4.1 Target Teaching Mode Initial Stage of Experiment

Students are basically unable to complete the teaching plan in accordance with the target teaching mode. According to the summary, students mainly have the following problems: (1) There is no preparation before class. The lack of preview habits before class exists before, so the preparatory work for the teacher's arrangement cannot be completed or listened to on time. (2) Do not review after class. After the teacher finished the class, the students immediately slackened, completely ignoring the task that needs to be reviewed. (3) Poor diagnostic test results. The results of the diagnostic tests were not satisfactory because the preview was not performed as required. (4) The overall score of the compliance test is not satisfactory. The main reason is that the students still use the original method of listening, and they have not adapted to the new teaching methods. The teacher exchanged and counseled the students who failed the grades, mobilized their enthusiasm for learning, and caught up. (5) Some students do not care about the results of their studies. They learn to learn badly, while others believe that poor grades will be criticized by parents and teachers.

In response to this series of problems, the following measures were taken in the study: (1) The "Target Teaching Model Implementation Rules" were popularized among students. Let students have a more accurate understanding of the theory of target patterns before using this method. (2) Encourage measures, that is, give certain rewards to those who have achieved excellent results in compliance testing and diagnostic testing. Students who have made great progress after the initial poor performance will be encouraged. (3) For those students with poor learning ability, give them more opportunities to exercise their courage and give more encouragement in class. (4) Establishing a study group according to the size of each group of 2-3 students helps to avoid potential threats in the competition situation. Therefore, students can enhance and help each other in the learning process, and effectively improve learning through teamwork. quality. In addition, let students self-study tutorials or other supporting materials; for individual students who have difficulties in learning, they should be individually guided. These remedies help all students complete their teaching tasks. (5) For students with more worries, they should try their best to relax and give them more encouragement. For students who are lax in learning, they should be given some pressure to make these two types of students develop to a medium level and develop. Inspire their enthusiasm for learning.

4.2 Target Teaching Mode Mid-term Phase of Experiment

In the middle of the implementation process of target mode theory teaching, some students can't stick to it during the diagnostic test and teaching process. In the process of experimenting, they should communicate with these students. First, they should improve their learning mentality and let them understand deeply. To the importance of learning habits, give them enough opportunities to exercise in class and give them more encouragement to stimulate their hard work. For the contemporaneous control class, due to the continuous deepening of teaching, the content of learning is increasing and the depth and comprehensiveness are also improved. It is inevitable that the difficulty of the test questions will increase, and the number of students who can answer the questions accurately will be less and less. It increases the students' irritability and anxiety about learning.

4.3 Target Teaching Mode Later Stage of Experiment

In the later stage of the target teaching theory, students who have learned in the target teaching mode can comprehensively use the ability goal, vocational skill goal, and emotional value goal. The student's interest in learning is stimulated, and the knowledge ability is improved, which makes the achievement improved.

Table 1 Distribution of test scores before two classes are not tested

class	Highest score	Lowest score	average score	60 points or less	60-70	71-80	81-90	91-100
class1	95	44	62	22	15	8	4	1
class2	93	43	60	23	14	11	2	0

Table 2 Distribution of test scores of two classes after the test

class	Highest score	Lowest score	average score	60 points or less	60-70	71-80	81-90	91-100
class1	99	58	76	2	8	16	29	4
class2	98	45	63	17	14	13	3	3

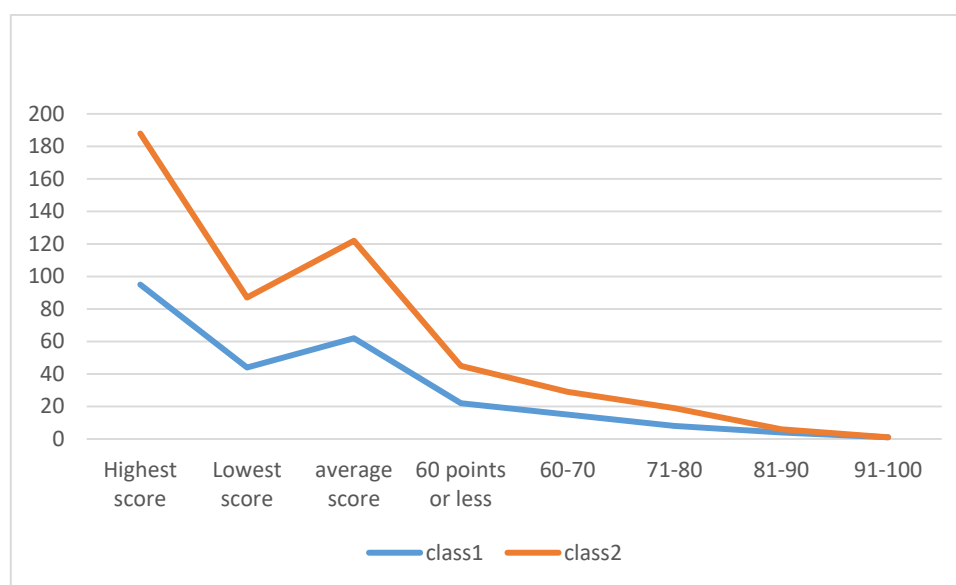


Figure 1. Differences between the scores of the two classes

It can be seen from figure 1 that the difference between the two classes is quite different. It can be seen from table 1 and table 2 that the average scores of the two classes are only two points before

the test, and the scores of the students in the class are more balanced. After the test, the test scores of the two classes are improved compared with the previous test, and the experimental class is improved. 14 points, while the traditional teaching class only improved by 3 points. As far as the distribution trend of the scores is concerned, it can be seen from the table that the students in the class of the nursing class are more concentrated, and the distribution of the second class of nursing is more scattered. In short, in short That is, the difference in student scores is relatively large. In the control class, the highest score was 98 points and the lowest was 45 points. The difference between the highest and the lowest was 53 points. This shows that the traditional teaching methods have no obvious effect on improving students' performance and behavior. Compared with the control class, the distribution of the results of the experimental class is relatively concentrated, and the number of high scores is mostly concentrated between 71-80 points. The difference in student achievement is relatively small. The highest score in the class is 99 points, and the lowest score is 58 points, a difference of 41 points.

5. Conclusion

At the beginning of the target teaching experiment, after implementing these measures, the experimental class students began to undergo some significant changes, the learning atmosphere became active and most students were able to ask themselves to develop study habits. However, there was no significant change in the learning behavior and performance of the control class. For most of the students, there was still no habit of preview and after-school review, and the results of the test were not good. In the middle of the target mode teaching theory experiment, the gap between the two teaching modes is getting bigger and bigger. The main reason is that the experimental class adopts the target teaching mode under the learning theory, and adopts rich and varied teaching methods and means. Flexible and able to stimulate students' interest in learning. At the same time, the target teaching mode has another function. It is to let the students understand what they want to listen to in the classroom, that is, the goal of the class. As long as they have a prior understanding of the key points and difficulties of the class, they will have a good time when they are attending classes. Grasp the ground to make learning more efficient and targeted.

In the experimental process of cognitive ability, the application of target mode theory teaching can correctly abandon the teaching principle of "taking teachers as the top priority" in the past teaching environment and turn it into the model of "taking students as the top priority". Students can effectively take students' learning as the center, and treat students with higher learning ability and a little bit of the same, and help students develop the thinking mode that has been learning from childhood to old age. At the same time, students are encouraged to develop a habit of constant reflection, helping students to understand the shortcomings and shortcomings of knowledge understanding, and actively re-learning the missing content. The students in the experimental class generally have a high level of cognition, and their level of knowledge and independent thinking about the problem are higher than the average level of the control class.

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