

Application of Multiple Teaching Method in the Teaching of Cardiovascular and cerebrovascular Medicine in Universities

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Abstract. In the process of the rapid development of clinical medicine, the education and training of students also need to adopt more diversified methods based on the actual clinical needs, to provide a certain degree of support for students' theoretical knowledge learning, professional practical ability improvement, and the cultivation of clinical thinking. There is no denying that at the present stage for the requirements of students 'clinical thinking ability is in improving, in addition to the conventional teaching method is to cultivate students' thinking, so in the process of cardiovascular and cerebrovascular internal medicine teaching, its essence needs to pay special attention to cultivate students' thinking ability, based on this, more to correctly realize the common problems and further adopt multiple teaching method for related teaching effect optimization.

Keywords: Multiple teaching method; University; Cardiovascular and cerebrovascular medicine; teaching method; Strategy; Application; Deficiency.

1. Introduction

From the perspective of the occurrence of all kinds of clinical diseases, cardiovascular medicine disease incidence is increasing, and in the process of talent training, due to the cardiovascular and cerebrovascular medicine related teaching content is the key basic part of the overall internal science and internal science is one of the required basic courses in colleges and universities, it has a strong pillar characteristics. As one of the pillar disciplines, the most important part is the cardiovascular and cerebrovascular medicine related teaching content, so the teaching content is relatively complex, involving the content is relatively more, will directly test students 'clinical ability, the knowledge intake and utilization has certain unique requirements, need through diversified teaching methods, further promote students' clinical thinking ability and thinking mode optimization, to achieve more satisfactory teaching effect. However, at present, the traditional teaching mode still maintains the teaching-oriented teaching method, and the final teaching quality has many practical problems, which needs to fully understand the common teaching aspects, so as to better deal with the problems and carry out multiple teaching method for teaching application.

2. Insufficient analysis of the traditional teaching mode

2.1 Lack of autonomy

In the process of specific application, the traditional internal medicine teaching method is mainly based on teachers' teaching, and then students are passively learn, and use multimedia equipment according to the existing actual situation to assist classroom teaching. Such methods and specific measures for the development of students 'autonomy has brought more adverse effects, mainly reflected in ordinary students involved in the corresponding teaching, to cooperate with teachers' teaching activities, and most teachers are teaching as the main teaching method, lack of flexibility and diversity of teaching, in the process of specific teaching, students' participation is relatively

limited, and cardiovascular and cerebrovascular medicine knowledge has strong linkage, related between each other. This also means that it is necessary to adopt certain teaching means, so that all kinds of knowledge are closely linked, and together to realize the construction of knowledge system and knowledge system in a real sense, and to teach from the perspective of clinical application. But from the actual situation, the existing ordinary teachers to carry out the process of the traditional teaching, the overall teaching methods lack of linkage, simply according to the teaching material will divide all knowledge after gradually explained, students after the learning of knowledge, the internalization of the knowledge and the formation of the knowledge system, completely rely on the students themselves. Lack of such a process in classroom teaching, the students in the subsequent learning understanding is facing more difficulty, there are a lot of knowledge surface seems concrete teaching, traditional teaching mode, it has no strong linkage and correlation, but in the long run, there is a certain degree of hidden connection between the two, because the emergence of clinical cardiovascular and cerebrovascular disease itself has a strong complexity, so the knowledge system also has a strong diversity. However, the traditional teaching mode does not fully pay full attention to such changes and characteristics, which further poses a threat to the overall teaching quality. The overall learning effect of students is also seriously affected and adversely threatened, causing large practical problems and hindering the cultivation of their clinical thinking ability.

2.2 Limited attention to thinking

Traditional teaching mode, the cardiovascular and cerebrovascular diseases all kinds of medical diagnosis and treatment and other related content to a certain extent, after such a division, the organization is more obvious, but the logic between each other is relatively slightly limited, the lack of joint clinical practical content, all kinds of theory for students to cultivate their clinical thinking is relatively difficult. Such phenomena are not uncommon, And in the process of specific teaching, This phenomenon seriously affects the ultimate quality of teaching, There are also many teachers who have developed case-centered teaching methods under the traditional teaching mode, Around all kinds of clinical cases, But in the end, the cases are attributed to the various knowledge focus in the textbook, So, for the students, Although the knowledge learned comes from the clinical setting, But if not applied to clinical practice, The learning of knowledge is still validated in the textbooks, This also leads to the students' thinking development is limited to a certain extent, Students are relatively limited in their clinical literacy, For its own development can not bring a more positive impact on it, Still is to learn knowledge and face the exam. In the process of specific assessment, most of colleges and universities is teaching for a semester, and then the total score is divided into two parts: the usual score and the closed book examination score at the end of the semester, the former and the latter are about 3:7. Although it ensures the fairness and justice of its own assessment, whether the corresponding assessment and specific teaching methods can bring positive effects to the improvement of students' teaching quality in the process of continuous development needs to be further studied.

On the whole, the traditional teaching mode has a series of objective deficiencies, my diversified teaching can better change such teaching deficiencies, in the teaching concepts and teaching methods are more diversified, so the specific teaching also has certain advantages, need to be fully understood.

3. Application of multiple teaching method

3.1 Teaching philosophy

The development and development of teaching activities should focus on the actual clinical needs, which must be guided by the existing diseases of the existing department of cardiology, and focus on the key teaching of students' key issues of thinking ability and clinical thinking training. This is the current cardiovascular and cerebrovascular medicine disease in colleges and universities when the key teaching principle, is the corresponding basic teaching concept, its itself has strong advantages and practical value, help to better treat all knowledge as a whole to give students to a certain extent

of guidance and orientation of teaching, so as to achieve more satisfactory teaching effect. Because in the process of specific teaching, the corresponding teaching content itself has a strong complexity, all the knowledge of cardiovascular and cerebrovascular medicine is relatively strong linkage with each other, so in the current stage of teaching, we also need to pay attention to the use of multiple methods and various modes, to promote the improvement of students' learning quality. But the most critical basic premise lies in, to fully respect students' subjectivity, mobilize students' learning initiative, to promote students' communication and interaction with multiple teaching methods, so as to develop students' good thinking ability, and promote their learning ability and other aspects. One of the most commonly used methods is the problem-oriented (problem Based learning, PBL) teaching method, which is relatively inclusive and can be connected with multiple teaching modes and coordinated teaching together, which is also the key basis of multiple teaching methods.

3.2 PBL teaching method

PBL teaching method is one of the most commonly used in clinical medical education teaching method, its essence can be combined with specific problems, problem-oriented fit the students' cognitive experience, put forward the corresponding problem as the core, further set it as the starting point of teaching and focus, and then provide the corresponding teaching materials, encourage students to try independently. This part of the content has strong importance, because the traditional teaching mode of ordinary students to actively explore the lack of tentative courage, so at this stage, in the choice of this method to determine the problem, the teacher is more of a guide and guide, not the leader of teaching, around the corresponding problems such as clinical diagnosis of coronary heart disease, teachers can provide the corresponding clinical references, also can provide the corresponding teaching materials, and pass these parts to students through the network. After collecting and retrieving corresponding knowledge on the network, students can acquire all kinds of knowledge, further enrich all kinds of detailed questions, and form answers to relevant questions, so as to provide support for subsequent teaching activities and promote students' independent learning and active learning in a real sense.

3.3 Case teaching method

The cultivation of clinical ability and clinical thinking cannot be separated from the support of typical cases. Therefore, at the present stage, we should pay attention to the exploration of typical clinical cases belonging to both sides, so as to provide better support for the follow-up teaching activities. All kinds of typical clinical cases are the main material part of teaching application, which have strong educational value, and they are also various teaching resources in line with the actual clinical situation after the long-term accumulation of cardiovascular and cerebrovascular medicine. This part of the teaching to introduce typical cases, guide students to clear the patient's specific goals, through the theory before teaching clear goals, then again around the medical content knowledge learning, textbooks all the textbook reference, and then fit the existing cases, guide students to explore, according to the symptoms and laboratory examination results and all kinds of related auxiliary examination, encourage students to try to differential diagnosis, and around the results of differential diagnosis, put forward the corresponding theoretical basis. In the specific learning process, through such repeated communication and specific understanding, we can communicate with each other to apply knowledge, so as to carry out corresponding reasonable and based derivation around typical and targeted cases, assist clinician diagnosis, and promote the optimization of students' learning quality. Thus it can be seen that such teaching methods and corresponding teaching measures have certain advantages, and they are also the most important part of multiple teaching. We can also adopt online and offline methods, first publish online cases for information access, and then conduct offline classroom communication and discussion.

3.4 Context teaching method

In the process of specific internal medicine teaching for cardiovascular and cerebrovascular diseases, in addition to meeting the requirements of knowledge learning, we also need to pay special attention to the selection of appropriate teaching methods and corresponding teaching strategies, so as to guide students to improve their own ability through situational teaching. Teaching itself has a strong complexity, and in the specific teaching process, now in addition to improve students' own ability and medical literacy, also need to constantly improve the characteristics of clinical medicine humanistic care, under the virtual simulation scenario, in view of clinical risks and accidents, and all kinds of problems involved in books without corresponding simulation students, in simulation and communication to master the corresponding problem solving methods, and clear the embodiment of textbook knowledge. Like all kinds of physical examination and the corresponding inspection means, can also be achieved by simulation method shape corresponding situation, students can master the corresponding knowledge in specific learning, and, at the same time can promote the internalization of knowledge, bring more actively influence students 'knowledge learning, serve the clinical use of simulation, serve the construction of the knowledge system, form a two-phase promote the virtuous cycle relationship, promote the optimization of students' learning quality.

4. Conclusion

As mentioned above, at the present stage, the cardiovascular and cerebrovascular medicine related diseases in the teaching process, through the review of the traditional model can be found that the traditional teaching mode has more deficiencies, so we should pay attention to multiple teaching method teaching concept, attaches great importance to the students' thinking ideas, and choose problem oriented and case teaching method and diversified application of situational teaching method.

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