Construction of Activity Framework Based on Constructivism Teaching Theory in the Teaching of Advanced Midwifery

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Keywords: Advanced Midwifery, Student Centered, Constructivist Situational Teaching Theory, Activity Framework

Abstract. Advanced Midwifery is a professional core course of midwifery major in higher vocational education, its learning effect is directly related to the training of the professional core competence of the midwife. This article is to improve the effect of learning as a foothold, adhere to the idea of student centered, in the teaching of Advanced Midwifery, we explored and constructed the activity framework based on constructivist situational teaching theory, and analyzed the practical application significance of situational teaching mode in teaching, it played a positive role in training innovative talents in clinical medicine.

Introduction

Constructivism is a branch of cognitive psychology. It is the further development of learning theory from behaviorism to cognitive. It is also the latest teaching theory of western educational psychology which is consistent with modern quality-oriented education. In constructivist learning theory, its learning view and learning method coincide with the idea of modern vocational education, emphasizing the interaction and student centered concept of learning. Based on constructivist learning theory, learning is achieved through two-way interaction between new information and original knowledge and experience of learners, that is, the two-way interaction between learners and learning environment[1].

Just like what is pointed out in constructivism, learners can acquire knowledge and information more effectively through appropriate learning ways and stimulation of learning materials under certain circumstances. Situational teaching method is a good application of the theory. This situation is different from the general teaching or artistic situation, but a teaching situation that promotes the students' active development and free thinking.

As a professional midwifery occupation education of medical specialty, in fact, characteristics of practice, professional skills, etc. Compared with other professional performance is particularly important and prominent, and Advanced Midwifery is an important professional vocational midwifery professional core courses, course content and learning difficult. To actively explore ways and means to take the student as the center, training mode reform is the basic content of the talent to improve the students' skills training and comprehensive quality, this article on the Advanced Midwifery in the teaching of design, explore the construction of the constructivism learning theory framework of the activities of the scene teach and based on the analysis of practical application the significance of situational teaching in the teaching, with hope for the training of creative talents in clinical medicine has certain reference function.

The Design of Situational Teaching in Advanced Midwifery

Based on the theory of constructivism, this paper puts forward a student centered model of situational teaching design. In the situational teaching activities of midwifery, focusing on student knowledge and learning, focusing on improving students' skills and comprehensive quality, vigorously carry out teaching design and curriculum teaching reform. The model includes the situation, task, team, bridge, display and reflection of six elements, the students in both tasks
situational knowledge and learning, and improve the overall quality, can learn from the process of teaching clinical skills, and can realize the importance of coordination, coordination, communication ability[2].

The student centered situational instructional design model is designed around six teaching steps: designing learning situations, organizing learning groups, building learning bridges, identifying learning tasks, arranging learning outcomes, and guiding learning reflection[3].

**Design the learning situation.** Determine the subject of learning and make clear the purpose of learning. Let students participate in the process of setting up medical record situations, encourage students to participate actively, make medical record assessment, nursing plan and nursing measures from the beginning, and let students melt into them.

**Organize the Learning Group.** The effective use of cooperation and interaction among students is the core of constructivism and teaching. During collaborative learning, students will try to show their mental activities to others. Teachers can make every student record nursing plans and nursing measures based on nursing problems.

**Build a Learning Bridge.** The bridge is the key element of the constructivist learning theory. Before students start new studies, teachers must try to reveal their existing knowledge and establish a link between theoretical and practical work scenes. The bridge is from the existing knowledge, to achieve the new knowledge to be built.

**Determine the Learning Task.** Help students build new knowledge, based on the old knowledge, and input new knowledge. This is the process of building new knowledge on the basis of old knowledge.

**Arrange the Study Result Display.** The purpose of student presentation is not to evaluate or evaluate teachers, but to share the results of others' work, and to give lectures on the form of students or groups, so as to enable students to visualize their thinking and learning process.

**Introspection.** Reconsider, think and reflect on the process of thinking. In the guidance, explanation and evaluation of teachers, students should compare, contrast and reconsider their effects on practical operation, and establish knowledge association, understanding and construction in the process of thinking. Reflect on your own thinking process, learn the things of others, and add to their own practical operations.

**The Application Significance of Situational Teaching Mode in Midwifery Teaching**

**The Application of Situational Teaching Method will be the Inevitable Trend**

Midwifery is practical, but in clinical practice, the skills training of midwifery students involves maternal and neonatal safety problems, plus the increase of patient's rights protection and privacy awareness, which reduces students' clinical practice opportunities. To cope with this situation, medical colleges and universities can only further carry out simulation teaching, strengthen pre job training for students before clinical practice, and create opportunities for students to practice repeatedly until they are proficient in operation skills.

The disadvantages of traditional teaching methods is that students only by rote steps, midwifery operation is divided into several separate operation project teaching, such as normal delivery operation is divided into production package preparation, vulvar disinfection shop towels, perineotomy, neonatal treatment, lead students to enter clinical back on specific patients with poor adaptability and it is difficult to learn the knowledge of the whole application, and midwifery operation can not tolerate the slightest hesitation, pause, causes the student to have the feeling of be taken by surprise. Therefore, the application of situational teaching method will be an indispensable part of the future midwifery skills operation and training.

**Situational Teaching Method can Improve the Effect of Experimental Teaching**

The teaching effect of midwifery is improved by the situational teaching method based on students and training ability, especially the ability of case analysis. With the aid of the "clinical" situation cases, the students changed from the original passive acceptance knowledge to the active
thinking and participation in the teaching process. In order to understand the causes of student cases and make relevant treatment program, you have to learn the knowledge of multiple disciplines (including basic knowledge) analysis and comprehensive application; while students in clear etiology and pathology but also to strengthen the understanding of the clinical nursing program of reason. Therefore, students have obvious advantages in case based skills assessment and case analysis of theoretical examination, and have achieved the teaching goal of training applicable talents[4].

Situational Teaching Exercises a Variety of Students' abilities

Situational teaching methods enable students to feel the dynamic continuous midwifery process, shorten the distance between theory and clinical practice, enable students to experience and understand the clinical work environment, and stimulate students' interest in learning and learning initiative. In order to complete the task, students have to find relevant information and make nursing plans through group discussion, and have to master all basic operation steps and integrate them, so as to enhance students' ability of finding data and self-learning. After careful preparation, has been training and exercise ability of middle school students in a variety of simulated situations, including nursing evaluation ability, team cooperation ability, emergency organization ability and comprehensive application of knowledge and skills of practical ability, especially the consciousness and ability of critical thinking. The training and development of these abilities satisfy the students' lifelong learning requirements and make them grow into an applied nursing talents who can think independently. At the same time, they lay a solid foundation for students to adapt to the clinical environment faster[5].

Situational Teaching Method can Promote the Improvement of Teachers' teaching ability

Situational Teaching Method teachers often under clinical skills, first of all to practice and clinical and clinical unified, secondly to part-time teachers together to collect clinical typical cases properly finishing processing, can be made to meet the needs of the simulated case teaching and develop nursing standard.

In order to work out feasible teaching programs and simulated cases, teachers need to strengthen relevant professional knowledge and basic knowledge, such as physiology, pathophysiology, emergency nursing, basic nursing and so on.

In the course of teaching, the requirements for teachers' ability are also improved, such as the ability to organize, guide, discover and summarize the problems. In the process of students' operation, teachers should guide and control the process in accordance with the purpose of teaching in order to improve the efficiency of the class. After the end of the student's operation, the teacher should comment on the errors and defects of the students' universality, and reiterate the key and difficult points of the case nursing program.

After class, teachers should summarize the problems that appear in the operation of the simulated cases, and the members of the teaching and research department should discuss the problems collectively and improve them continuously. In the process of summarizing and improving, teachers' teaching ability has been constantly improved.

Conclusion

Constructivism emphasizes learning initiative, social situations, and the design of learning environment, put forward many standpoints and views different from traditional cognition and behaviorism, constructivism, situational teaching method based on the application of modern vocational education is a good idea in practice, the teaching theory of constructivism has profound the implications for teaching midwifery clinical class, situational teaching method has a positive reference for cultivating innovative talents of clinical medicine.
References


