

The Application of Experiential Teaching Method in Nursing Specialty Teaching

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Abstract—In recent years, with the continuous promotion of China's "building a moderately prosperous society in all respects" strategy, as well as the rapid social and economic development, people's health awareness is more and more strong, and their requirements for medical staff are also higher and higher. Nursing professionals as the basis of the development of medical and health undertakings in China, its effective cultivation is imperative and facing severe challenges. The application of experiential teaching method provides a new approach and method. Based on the analysis of the relevant overview of experiential teaching method, this paper focuses on its effective application in nursing teaching.

Keywords: *nursing, experiential teaching method, effective application*

I. INTRODUCTION

General Secretary Xi Jinping pointed out that education reform should be deepened, quality-oriented education should be promoted, education methods should be innovated, talent training quality should be improved, and education environment conducive to the growth of innovative talents should be formed. With the further development of medical and health services in China, more and higher requirements have been put forward for nursing professionals, but their practice effect in universities is unsatisfactory. The application of experiential teaching method conforms to the law of students' cognitive growth, which is an important way to enhance the effect of physique. The research on related topics has attracted much attention and heated discussion.

II. AN OVERVIEW OF EXPERIENTIAL TEACHING METHODS

As a derivative of modern educational idea and practice, experiential teaching method provides new ideas and methods for nursing teaching. The cognition of the connotation and characteristics of experiential teaching method is the key and foundation for its effective application. Relevant specific discussion is as follows:

A. The connotation

According to the constructivist learning theory, students' learning environment includes four elements: situation, cooperation, conversation and meaning construction, and emphasizes students' ability to reconstruct knowledge in the original cognitive structure. At the same time, Mr. Tao

Xingzhi, a well-known teacher of education in China, vigorously promotes the "integration of teaching and doing", believing that the most important thing is to transform education into a living education. Based on the above theoretical support, experiential teaching method caters to the law of students' cognitive growth and is the concrete manifestation of the concept of "people-oriented" in quality-oriented education. Generally speaking, the core of experiential teaching method lies in "experience", which is the process of experiencing and knowing things in practice. It can be seen as the result of both inner feeling and external stimulus, which is conducive to enhancing the impression of the subject. Based on the basic premise of experience, the experiential teaching method achieves the goal of knowing, feeling, meaning, action and faith through the guiding function of situational activities, and effectively enhances college students' sense of identity, providing favorable environmental support for cultivating students' independence, autonomy and innovation. Compared with the traditional teaching model, the experiential teaching method has realized multiple changes in concepts and methods. It is student-centered, emphasizes the release of teachers' leading functions, and promotes the reconstruction of students' knowledge framework.

B. The characteristics

As a systematic method theory, experiential teaching includes situational experience, activity experience and practical experience, and presents the characteristics of experience, emotion, autonomy and reflection. Among them, experience is the soul of experiential teaching method, which emphasizes students' perception, understanding and reflection on surrounding things, thus completing knowledge construction, realizing its position transformation in classroom teaching, and stimulating students' learning initiative. According to the theory of emotion psychology, human emotion is divided into positive emotion and negative emotion. Positive emotions promote cognitive activities, while negative emotions hinder and inhibit cognitive activities. The experiential teaching method makes full use of positive emotions, takes students' interests and hobbies as the starting point, and enhances students' activity experience by combining teaching with fun, and achieves twice the result with half the effort. In addition, due to the differences in subjective personality between people, attitudes to the

development of things are different, and there will be some differentiated thinking or perception in the actual experience process. Students' autonomy should be fully released to achieve the best teaching effect. In this process, necessary reflection summary is the key in the whole experiential teaching cycle system.

III. THE APPLICATION STRATEGY OF EXPERIENTIAL TEACHING METHOD IN NURSING SPECIALTY TEACHING

The application of experiential teaching method is an important way to improve the quality and efficiency of nursing teaching. Based on the above cognition and combined with the actual situation, the following article puts forward several specific application strategies for reference.

A. *Improving the quality of teachers*

For a hundred years, education is the foundation. Education is teacher-centered. Under quality-oriented education, the role of teachers and students has changed, emphasizing the leading function of teachers and putting forward more and higher requirements. Experiential teaching method is an advanced method theory, the core of which lies in the idea innovation, and its effective application in nursing teaching has a strong dependence on the intellectual support of high-quality teachers. As a matter of fact, influenced by traditional exam-oriented education for a long time, some teachers in colleges and universities have solidified their ideas, deteriorated their passion for work, showed insufficient innovative ability, or even excessively indulged in their previous achievements, and had a poor ability to accept new things, thus restricting the application and promotion of experiential teaching method. Therefore, colleges and universities should establish the correct strategic awareness of teachers, understand the essence of experiential teaching method, comprehensively examine the level of nursing teachers, be good at finding the deficiencies, and organize diversified training, teaching and research activities. In this process, academic scholars and professional experts can be invited to take experiential teaching method as the theme, promote the correct ideas, strengthen teachers' "people-oriented" consciousness, share effective practical experience, cooperate to explore the best teaching mode, and expand their knowledge cultivation. At the same time, improve their comprehensive quality level, so that they can output higher quality teaching services. Nursing teachers also need to constantly strengthen independent learning, be good at understanding the latest trends of education development through network and training, and accumulate experience in the application of experiential teaching method to improve their professional level.

B. *Setting up a good situation*

Good situation creation is the beginning of the application of experiential teaching method in nursing specialty teaching, and has a direct impact on the follow-up work, so teachers should pay enough attention. Nursing itself as a large system of knowledge is related to multiple aspects of the content, and emphasis on being progressive. Teachers

should decompose the teaching of nursing major systematically, and refine the growth goals of students in each stage, so as to guide the follow-up work practice. At the same time, the application of experiential teaching method in nursing teaching should also meet the needs of teaching content to help students complete knowledge construction. Do not overemphasize the class entertainment, and ignore the value of teaching itself. In view of this, teachers should study the teaching materials of nursing specialty in depth, and combine students' cognition level, understand the distribution of key points and difficulties, find out the part suitable for experiential teaching method, and set up a good situation with purpose to improve students' interest in learning. In addition, the autonomy of experiential teaching method determines that it must take students as the center, comprehensively analyze the personality differences between subjects, explore the law of their physical and mental development, and take their interests and hobbies as the starting point to create a good situation, and appropriate introduction of practical cases to enhance students' participation in the experience.

C. *Promoting communication in class*

Classroom communication is a two-way interaction process between teachers and students, which can maximize the activation of students' initiative and improve their knowledge application ability, and is conducive to influencing the formation of students' independent learning thinking. Based on the above situation creation, the teacher can set an example, teach the students the correct and standard way of operation, and focus on analyzing the matters needing attention, then guide the students to experience independently and develop their good practical ability. For projects with safe operation risks, teachers can make full use of the advantages of multimedia technology to create micro-classes in the form of pictures, videos, videos and animations, so as to improve students' knowledge understanding with multiple sensory stimuli. At the same time, colleges and universities should also strengthen the integration of teaching and research, deepen the interaction and cooperation with hospitals, introduce the classic cases in the actual nursing operation, and enrich the material support of experiential teaching method. Teachers can guide students to put forward problems, organize discussions and explore the best solutions based on the set scenarios, so as to improve their thinking ability, cooperation ability, innovation ability and practical problem solving ability. In addition, teachers should intervene in time to guide or help to ensure the normal implementation of experiential teaching.

D. *Guided reflection summary*

Reflective summary is the key to the application of experiential teaching method in nursing teaching. The reflective summary not only focuses on students, but also emphasizes the participation of teachers, and forms a good evaluation mechanism to ensure comprehensive, real and objective dynamic information feedback, providing a basis for the application of experiential teaching method. The perfect evaluation mechanism should organically combine

the process evaluation with the result evaluation and advocate the two-way participation of teachers and students. Among them, the content of process evaluation includes attitude, knowledge and ability. Teachers should carefully observe and record students' dynamic performance in experiential teaching, and promote students' self-cognition through students' self-evaluation and mutual evaluation. The result-oriented evaluation is based on the traditional exam-oriented assessment, adding some content of practical assessment, reflecting the application effect of experiential teaching method objectively, and improving it pertinently. At the same time, relying on the advantages of the Internet public service platform, teachers should collect students' opinions extensively and selectively integrate into the experiential teaching class, so as to improve the dynamic balance between supply and demand, stimulate students' participation, and improve the teaching efficiency and quality of nursing major.

IV. CONCLUSION

In a word, the application of experiential teaching method in nursing specialty teaching plays a significant role in promoting the comprehensive and healthy development of students, which is a strong support to promote the teaching reform of nursing specialty. In the actual organization process, it should fully rely on teachers' intellectual support, create a good situational environment, reconstruct the classroom ecology, guide and promote classroom communication, pay attention to the reflection and summary work, so as to produce greater educational value.

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