

How to improve the teaching efficiency of systematic anatomy

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Abstract: the university classroom is different from the junior high school classroom, mainly because the length of the university classroom is relatively limited, and the teaching content is more and more difficult. 3. In particular, for medical courses, teachers must complete the teaching progress in a limited time, but such a non-stop teaching method often makes students unable to keep up with and understand, resulting in fear and even weariness of learning. Although this contradiction has always existed, it has never been properly solved. If this problem is solved, it will greatly improve the teaching efficiency. If students can keep up with the teaching progress of teachers, it will also make the subject content easier. Therefore, we should think about how to make students have a certain understanding of the course content before class. It is not difficult to solve this problem. The key is to focus on how to make students effectively “Preview”.

Key words: rain classroom; Systematic anatomy; Preview; Teachers; student

Introduction: since working as a full-time teacher of human anatomy for undergraduate students, I have contacted more and more students, which makes me understand that each student is an independent individual, and different students adapt to different teaching modes. 5 in the past, the teaching mode of teachers in our college was relatively simple and fixed, and such a classroom has been increasingly unable to arouse students' interest in learning. In order to encourage teachers to actively innovate teaching methods, improve teaching efficiency, and continuously tap students' interest in learning, the college has spent a lot of time and money on teaching reform. In recent years, through continuous teaching reform and innovation, we have also achieved good results, and then continue to refine. At present, the rich and colorful teaching reform mode has entered the classroom, which has significantly improved the teaching results. For the innovation of teaching mode, we should first determine the teaching objectives to be achieved, put forward the problems to be solved, and determine the reform methods, so as to carry out the teaching reform accurately. 1.

1. At present, the problem to be solved is to take the common contradictions in the classroom as the starting point and establish the goal to be achieved. Unlike junior and senior high school classes, college classes will not repeatedly explain knowledge points, nor will they use a lot of classroom time to do exercises and explain exercises. The length of university classroom is limited, and the teaching content is complex and various. For teachers, the course progress cannot be delayed, otherwise it will affect the subsequent evaluation link, and may also affect the teaching progress of other subjects. Therefore, we can only finish the course in a limited time. So every year, many students report that their learning progress in class can not keep up with the teaching speed of teachers. Teachers speak fast and explain fast. This has become a common problem in university classes. Almost all students who have just entered the university campus report that it is difficult to keep up with the progress of the course, leading them to feel that the course is difficult and unable to learn, resulting in learning weariness. From the perspective of teachers, the speed of explanation is in line with the teaching progress; From the perspective of students, it is normal to fail to keep up with the progress of the course. Although it is always emphasized that pre class preparation is essential, few students can consciously carry out pre class preparation. The effect of instructing students to preview independently is not ideal, and the preview directly affects the efficiency of class. Especially for medical students, preview is essential. Of course, teachers can not judge whether students preview or not. Whether the preview is effective, teachers can not use class time to check, which will greatly affect the efficiency of the lecture. Unless students take preview as a necessary part of the learning process and turn it into an inevitable “task”, under such “pressure”, there will be immediate results.

(1) “How to make preparation a task that students have to complete is an urgent problem to be solved. In the past, students were required to complete only after-school homework. Therefore, the requirements for students' preparation should be raised to the homework level by referring to the form of after-school homework. That is to say, the task of students' preparation should be taken as a part of their usual performance, and then a reasonable way should be proposed to test students' preparation Learning effect. It is not difficult to take the preview effect as a part of the usual performance. What needs to be solved is how to test the preview effect of students, how familiar students are with the content of the class, how efficient students' learning efficiency and even self-study efficiency are. Teachers should know.

(2) Do you want to test the preview effect of students by asking questions? This approach is often impractical and unrealistic, because the number of students in the university classroom is often hundreds or even hundreds, and it is impossible to test the preview effect of all or most of them. How to solve this contradiction can refer to the most commonly used teaching method of teachers, which is mainly question interactive teaching. This method is teacher question student answer. The questions asked by teachers are often the key content of the current class, and the purpose is to test whether students understand and master the teaching content. However, for the university classroom, the teaching time is tight and the task is heavy. There is not enough time in the classroom to allow each student to answer independently, which limits the students' space for answering and often cannot know the students' familiarity with the classroom content, which also reduces the teaching efficiency of the classroom. Of course, teachers can not explain themselves during the teaching process, which will make students feel boring and lose interest in listening, not only affect their learning progress, but also cause surrounding students to be unable to integrate

into the classroom. This kind of teacher's "one speech" teaching can't let teachers understand the students' mastery of the course content. 4.

(3) According to the characteristics of systematic anatomy and the particularity of clinical work, we put forward higher requirements for students. Medical students should not only have a very solid theoretical knowledge base, but also have strong practical ability, and even have high "EQ" in doctor-patient communication. The ultimate goal of teaching is that every student should be strict with himself, tirelessly improve his learning ability, develop in an all-round way, and lay a solid foundation for becoming an excellent medical worker in the future.

This innovative teaching mode is designed in combination with the humanistic environment our students are exposed to and the advantages of their learning conditions. The purpose of this teaching mode is to improve the efficiency of classroom teaching of systematic anatomy. This teaching mode still requires students to do a good job in pre class preparation, but puts forward more and higher requirements for teachers and students. The following is a detailed explanation of this innovative teaching mode:

2. Before class, we use teaching aids to release preview courseware. At present, the most commonly used network platform in our college is "rain class". The operation of "rain class" is simple and convenient, and it is very popular with students and teachers. Students only need to pay attention to the wechat public account "rain class". The school educational system will input the name, student number and other information of each student, In this way, the teacher can check the preview of each student through the rain class platform. The preview content is precisely designed according to the key and difficult points of systematic anatomy, and incorporated with a large number of pictures and animation presentations, so that students can have a specific image of the human anatomical structure, but also focus on stimulating students' interest in learning. Students can browse the preview courseware at any time with only one mobile phone. In order to check whether students preview or not, at the end of the preview courseware, several exercises related to the preview content of this section are added. Students can apply what they have learned through preview, and then work on the questions at the end of preview. Students can get answers to the content they don't understand in the topic by consulting the teaching materials and materials. If they still can't understand it by consulting the materials or materials, they can leave their own questions in the message area. Teachers can check the students' Preview duration and problem-solving situation in the background of rain class to know whether the students have carried out detailed preview. Through the problem-solving situation, they can also know the students' mastery of the content of this section, and grasp the students' questions through reading the message area. These questions will be the key content of teachers' lectures. This task will not spend most of the time and energy of students or teachers. Students can achieve it through a mobile phone. This simple and convenient operation makes it easy to preview. Teachers can also check the preview through a mobile phone. Therefore, such a preview mode is highly feasible. In addition, the preview score is included in the total score, which improves the initiative of students' Preview.

(1) In class, teachers try to use the existing classroom conditions as much as possible to test the students' preview effect and the efficiency of listening in class. Students have made full preview before class, and teachers also know students' questions through the rain classroom platform. In classroom teaching, in order to test the preview effect of students, teachers can randomly call the roll through the rain classroom random roll call program. All students may be called. This random sampling method makes every student not feel lucky, because every student has the opportunity to be called. Random roll call to answer questions can not only test the effect of students' preview, but also shorten the duration of classroom questioning and improve the efficiency of classroom teaching. Teachers pay attention to solving students' problems in classroom teaching. Because teachers have learned the difficulties that students think through the preview message area before class, they focus on explaining the problems that students do not understand in detail in teaching, so the course explanation is targeted. For difficult content, teachers can make full use of teaching skills, such as speaking speed, rich body language, blackboard writing or drawing, so that students can understand the deep and fine structure of human anatomy. At the same time, it focuses on improving the interaction between teachers and students in the classroom. The main purpose is to enable students to concentrate in class, better improve teaching efficiency, and activate the classroom atmosphere. In the process of lecturing, teachers and students can adopt the traditional questioning interactive teaching mode to understand students' Mastery of the content of this section. Systematic anatomy is a basic course of medicine and the basis of clinical medicine courses. Therefore, in the teaching process, teachers should also pay attention to the cultivation of students' clinical thinking, so as to lay a good foundation for future clinical courses.

(2) After class, the teacher will release the after-school exercises to the public account of rain class, and students can view and do exercises at any time and place. Of course, according to the teaching requirements, the teacher can set a deadline for the completion of after-school exercises in the background of rain class, so that students have to complete relevant assignments within the specified time. There is no denying it. Some students' learning enthusiasm is not so high. If the deadline is not set, some students may not do problems at the end of the term. Therefore, the function of setting the deadline for homework in rain class solves many problems. In addition to urging students to complete exercises on time, we also have high requirements for the quality of exercises. Due to the particularity of the course of systematic anatomy, the subject requires students to achieve the teaching goal of identifying the normal anatomical structure of the human body, but students can not always contact the standard, models or pictures, so teachers add a large number of picture questions when setting anatomy exercises, The picture must be clear and standard to ensure that students can accurately identify its structure. The pictures are mainly 3D stereoscopic pictures. Students can not only accurately identify, but also clearly know the position, shape and color of the normal organ structure of the human body by doing picture questions. This is of great significance for future clinical practice. Compared with other medical courses, the course of systematic anatomy is not difficult, but there are too many contents to recite, so most students could master the relevant contents at that time by doing the questions after class, but it is impossible to understand the subject contents thoroughly if only doing the questions once. Therefore, teachers also require students to review repeatedly after completing the questions. They can remember

the contents of textbooks in different ways by looking at pictures, questions, textbooks, specimens and so on. Only by constantly reviewing can they review the old and know the new. Of course, rain class has also solved this problem. The exercises published to rain class can be clicked and viewed anytime and anywhere, and students can review according to their own needs at any time. Teachers will also issue some periodic unit tests in the rain class to detect and master students' learning situation, and adjust teaching methods and teaching contents according to this standard.

Conclusion: for undergraduate classes, all subjects need to be previewed before class. You can refer to this method as the implementation standard to continuously improve the efficiency of classroom teaching and achieve the expected teaching effect that teachers want.²

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