

Exploration on the Reform of Oncology Teaching Mode

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Abstract: With the improvement of living standards in China, the incidence of diseases has changed. The incidence rate of malignant tumors has been increasing in recent years. However, the teaching of oncology in China is relatively weak. Therefore, the study of oncology teaching mode is very important for the improvement of teaching quality. Therefore, based on the author's years of practical teaching experience and the current situation of oncology teaching, this paper makes an in-depth exploration on the reform of oncology teaching mode, including the improvement of oncology curriculum system and teaching mode, so as to improve the quality of oncology teaching, cultivate more oncology professionals, and promote the improvement of tumor diagnosis and treatment level in China.

1. Introduction

With the increase of incidence rate of malignant tumor, people need urgently better diagnosis and treatment. Under such background, the research on Medical Science in China has made significant progress, and the knowledge system of oncology has also been improved rapidly. However, the relatively weak teaching power of oncology in China leads to lagging in the teaching process. In addition, at present, many medical colleges in our country do not separate oncology courses, only scattered in various clinical disciplines, so that many students are more scattered when they accept oncology knowledge learning, and it is difficult to master oncology knowledge systematically. Especially in the clinical practice, the treatment and radiotherapy of tumor is highly professional. If there is a lack of systematic knowledge system and clinical thinking ability, it will have a great impact on the students' internship and practice.

2. Improvement of Oncology Curriculum System

According to the statistics of the courses offered by colleges and universities, it can be seen that there are no separate courses for oncology teaching in our country, and there is no standardized and unified syllabus and teaching materials. The theoretical knowledge of oncology is scattered in various clinical disciplines, which is one of the important reasons why it is difficult for students to master oncology knowledge, and students are unable to establish a relationship. This knowledge system will undoubtedly increase the difficulty of clinical oncology practice in the future. In order to solve this problem, it is very necessary to develop a unified teaching material. In the process of developing the syllabus and teaching material, we should combine the theory with clinical practice in combination with the characteristics of oncology, such as the knowledge system of oncology,

etiology, pathology, molecular biology, immunity, diagnosis, pharmacology, surgery, internal medicine, radiotherapy and so on.

3. Improve the Structure of Teachers

In the current teaching system of oncology in China, one is the lack of corresponding teaching materials, and the other is the lack of professional oncology medicine. Because the knowledge of oncology is distributed in various clinical disciplines, the corresponding teachers are mostly internal and surgeons, and the treatment and radiotherapy of tumor is highly professional, which needs to be carried out by oncologists, so the corresponding teaching tasks are very important. It should also be undertaken by oncologists. Oncologists have more knowledge and experience in oncology, and the oncology course will be more vivid and practical, and students will have more enthusiasm for learning, so as to play a good teaching effect.

4. Teaching Mode of Oncology

At present, in the teaching of clinical medicine, there are two common teaching modes: PBL teaching mode and CBL teaching mode. The traditional teaching mode of oncology is mainly classroom teaching, students passively accept knowledge, lack of practice, and the whole learning process is boring, students' enthusiasm is relatively low. Therefore, the current teaching mode needs to be reformed.

4.1 Pbl Teaching Mode

PBL is the abbreviation of problem-based learning. This teaching mode is a problem-based teaching method, that is, problem-based teaching. It originated from American universities in the 1950s, and has been widely used in clinical teaching since it was introduced into China in the 1980s [2]. Different from the traditional teaching method, PBL teaching mode takes students as the main body in the teaching process, and trains students' ability to find, analyze and solve problems through group discussion. The advantage of PBL teaching mode is that it can stimulate students' interest in learning and enable students to contact with clinical problems as soon as possible, so as to lay a good foundation for future practice. For example, when discussing the problem of tumor fever, students should consult relevant information according to tumor fever, and conduct group discussion and summary. In class, teachers and students should further discuss, so as to deepen the understanding and memory of knowledge points in the process of discussion. In this process, not only the students' ability to find and solve problems is cultivated, but also their clinical thinking ability is improved.

4.2 Cbl Teaching Mode

CBL is the abbreviation of case-based learning. This teaching mode also takes students as the main body and combines with actual cases. It originated from Harvard University in the United States [3]. In different stages of teaching, teachers choose appropriate cases to guide students to analyze and discuss according to their knowledge, and then put forward questions to carry out theoretical learning around these problems, so as to help students deepen their cognition of diseases and memory of theoretical knowledge, and establish clinical thinking. Because there are significant differences in the treatment of malignant tumors in various organs, the knowledge of oncology is divided into chapters based on disease types. Therefore, CBL teaching mode based on case is particularly suitable for the characteristics of oncology. For example, in the teaching process of

breast cancer, we need to first select classic cases, and then discuss the diagnosis, treatment, chemotherapy, radiotherapy and other issues of breast cancer, so as to guide students to consult relevant knowledge to solve problems, so as to achieve the purpose of reviewing theoretical knowledge. In the whole process, students' enthusiasm for learning and comprehensive problem analysis ability will be improved. In addition, in the process of oncology teaching, PBL and Cbl can be organically integrated, so as to maximize the quality of teaching.

5. Public Network Resources and Hospital Network Teaching Resources

5.1 Public Network Resources

With the rapid development of information technology in China, the emergence of mobile Internet has changed the way people live and work. Similarly, in the process of medical teaching, making full use of Internet resources is also one of the effective means to improve the quality of teaching. In addition, if students encounter more abstract knowledge points, they can use public network resources to find related pictures and videos, so as to enhance their understanding of knowledge points. Internet resources are not only rich, but also can be obtained anytime and anywhere, so students can selectively search information and content according to their own learning situation, so as to greatly improve the learning efficiency.

5.2 Network Teaching Resources

“Micro lesson” is a new type of network teaching resources, which is mainly composed of short classroom teaching videos, each video only teaches 1-2 knowledge points, and there is no complex curriculum system, including teaching design, material courseware, teaching reflection, practice test and student feedback, teacher comments and other auxiliary teaching resources [4]. Because each course of “micro lecture” is very short, it has the characteristics of prominent theme and clear direction. Students can also use the fragmented time to fill the gaps. However, because “micro lecture” is relatively short, it can not cover the overall knowledge system of oncology, so it can be used as a supplementary content of classroom teaching.

5.3 Hospital Network Teaching Resources

Many colleges and universities in our country have affiliated teaching hospitals, which are mainly responsible for the clinical probation teaching of students. Most of these affiliated hospitals have perfect information network system (his, hospital information) System), which includes the diagnosis and treatment information and administrative management information of patients collected by the hospital [5]. Patients can use his system to consult data information such as treatment and treatment. Similarly, his system can also provide real clinical cases for oncology teaching. Therefore, teachers can establish teaching case database on the basis of his, and then combine PBL, CBL and other teaching modes to train students To cultivate students' clinical thinking ability and practical ability.

6. Conclusion

To sum up, according to the current situation of oncology teaching in China, we should improve the quality of oncology teaching by improving the oncology curriculum system, improving the structure of teachers, reforming the teaching mode and using network information, so as to cultivate more oncology professionals and improve the comprehensive ability of oncology diagnosis and

treatment in China.

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