

Application of School Enterprise Cooperation in Practice Teaching of Stomatological Technology Specialty

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Abstract: Stomatology technology specialty is an applied discipline, which is highly technical and practical. In order to deepen the theory, stomatological technology specialty must set up experimental courses, which is the key to improve the quality of professional students, because the quality of experimental teaching directly affects the students' clinical practice and work production ability. Therefore, it is necessary to change the current teaching mode, strengthen the experimental teaching, effectively improve the students' practical ability, and improve the students' low practical ability from the root. At present, the urgent task faced by colleges and universities is how to cultivate the students' practical skills and clinical skills, and gradually implement school enterprise cooperation to form experimental teaching in view of teaching weak links. This paper discusses the practical application of the new teaching mode.

1. Introduction

Stomatological technology is an applied subject with strong professional and technical characteristics. The major of stomatology technology mainly focuses on prosthodontics technology teaching. More practical operation and skill training are needed to cultivate students' practical ability and adaptability. Practical operation plays an irreplaceable role in other teaching links. At present, there are still some problems in stomatological technology, such as “emphasizing theory, neglecting practice”, “emphasizing knowledge imparting and neglecting skill training”, and emphasizing theory in teaching plan. It has been a consensus of stomatology education workers to change the original teaching mode. It is an urgent problem to be solved in the reform of stomatological technology education to strengthen practical teaching, improve students' practical ability and fundamentally change the current situation of poor students' practical ability. Combined with the characteristics of our specialty, we have changed the three-stage teaching mode into “1.5 + 1.5” teaching mode by cooperating with denture processing enterprises, that is, one and a half years to study cultural foundation and professional basic courses in school, and one and a half years to study professional courses in enterprises (classes and internships in enterprises), which has realized the recycling from practice to theory. Through docking with enterprises, we set up a professional Steering Committee participated by industry and enterprise personnel. On this basis, we will explore innovative teaching mode combining theory and practice with enterprises, including teaching plan, curriculum setting, course content, teaching process, internship and training, teaching evaluation, graduate employment, and even corporate culture convergence. Through the cooperation

of school and enterprise, we tried to cultivate oral technology professionals and achieved good results. Now our experience and thinking are summarized as follows, in order to exchange with peers.

2. Application of School Enterprise Cooperation Mode in Stomatology Teaching

2.1 Integrating Teaching Contents, Focusing on Training High-End Skilled Talents

The purpose of medical colleges and universities is to provide high-quality talents for clinical practice and promote the development of medicine. In order to achieve this goal, it is necessary to train high-end skilled talents of Stomatology. Therefore, the school has continuously carried out the measures of deep cooperation and industry service chain, successively cooperated with domestic oral medical institutions at all levels, advanced denture processing enterprises, equipment and material suppliers, etc. in order to ensure all-round cooperation with the above-mentioned enterprises, the school also established a deep docking mechanism between the school and the enterprise, analyzed the post skill requirements, and formulated programmatic documents, including courses Besides, it also organizes on-the-job training. In the school practice teaching, both the school and the enterprise participate together to build a new talent training mode.

In addition, with the continuous development of Stomatology, modern processing enterprises gradually adopt large-scale production mode, and the traditional fixed and activity restoration posts have been difficult to adapt to the trend. Therefore, in order to meet the actual needs of enterprises, it is necessary to integrate teaching resources to integrate courses. In order to prevent the theory from being divorced from the practice, it is necessary to strictly follow the principle of “school enterprise cooperation and combination of work and learning”, combine the professional needs of dental technician and the actual production process of the enterprise, discuss with the experts of the cooperative enterprise, make the teaching outline and content clear, and make sure that the course content is driven by the task and the carrier is the process. It is also necessary to break the traditional discipline system and reorganize the teaching materials in combination with students' abilities. For example, the main line in the course of denture fixed restoration technology is set as the production process of various fixed prostheses, and the typical tasks are designed, including making, casting diamond inlay, metal post and core, porcelain fused to metal (PFM) fixation of posterior teeth and porcelain fused to metal crowns, etc., which are organized according to the process, i.e. making models and making fusion Mold, embedding and casting, grinding and polishing, etc. At the same time, the training materials are compiled according to the above process requirements, so that students can master the standard process and standard operation points, and form the awareness of benefit and quality. At the same time, students can complete various processes, integrate chemistry and do links, so as to ensure that students adapt to the post requirements. At the same time, through task guidance and project driven, teachers should adopt the methods of teachers' demonstration, students' self-evaluation after practice, mutual evaluation, teacher's comment, organization discussion and teacher's explanation to build a standardized, step-by-step, focused, step-by-step evaluation and learning and doing integration of practical ability training mode, which is conducive to the synchronous improvement of students' quality, ability and knowledge level^[1].

2.2 Set Up Teaching Staff to Ensure Teaching Effectiveness

In order to build a professional team, it is necessary to set up a team of teachers with double quality and a combination of full-time and part-time teachers. The Ministry of education proposed that colleges and universities should focus on the introduction and training of double qualified

teachers to strengthen the construction of professional team. School enterprise cooperation is not only conducive to the cultivation of high-quality talents, but also an effective way to build double qualified teachers. Through school enterprise cooperation, medical colleges and universities jointly plan the teacher training plan, share training and practice bases, and employ each other's technical backbones and teachers, which are mutually beneficial and complementary, so as to build up a teaching team with double quality and full-time and part-time. Since the implementation of school enterprise cooperation, the hospital has sent about 10 teachers to learn professional skills and visit dental specialized schools. In the daily teaching, all teachers should work in the dental clinic affiliated to the school in their spare time. At the same time, the school will also arrange young and middle-aged teachers to carry out practice in enterprises, which is conducive to the overall improvement of the quality of teachers with dual qualification. In addition, the school also needs to employ senior technical personnel with high enterprise quality and excellent technical level as part-time teachers of our college. After pre job training, they can also be part-time teaching and professional courses. The ratio of part-time and full-time teachers should be 1:1, and the part-time teachers should bear 50% of the class hours, so as to ensure that 100% of the teachers are double qualified^[2].

2.3 Building the Training Center inside and Outside the School

With the guidance of industry experts, the school will build a stomatological technology training center, integrating professional teaching, social training, technical training and skill assessment, so as to ensure that the equipment is advanced, the atmosphere simulation and teaching are all multimedia technology. The specialty should not only guide but also coordinate management, introduce enterprise culture to build its connotation, create a good professional atmosphere, and facilitate the cultivation of students' professional quality And ability. The on Campus Training Center should not only have all kinds of equipment and technology required by the school practical teaching task, but also carry out external technical training, continuing education, oral prosthodontics scientific research and technical services, skill appraisal and training, etc., so as to enhance the school enterprise cooperation motivation. In addition, it is also necessary to develop advanced dental enterprises as a stable off campus training base for the major. The school and enterprise should work together to formulate implementation plans and plans, teaching management system, etc. the training supervisor should visit students regularly to understand the psychological, technical, cognitive and ideological problems of students during the internship. In addition, schools and enterprises can jointly build the distance teaching platform of on campus and off campus training bases to share high-quality resources and improve the level of informatization^[3].

2.4 Construction of Teaching Quality Monitoring and Evaluation System

The full-time and part-time teachers and industry experts of stomatology technology specialty will construct a diversified and standardized assessment and evaluation system supporting the project-based curriculum according to the specification of training high-end skilled talents and the assessment standard of senior prosthetic workers. The principle is multiple assessment and evaluation, and the core is skill assessment. Enterprises should participate in the whole process of development. In addition, schools and enterprises can jointly hold stomatology technical skills competition every year. The judges are industry experts, which can not only assess the quality of students' training, but also evaluate the teaching quality of teachers. The construction of teaching quality monitoring system is also composed of both schools and enterprises. Regular school enterprise teaching quality seminars, online evaluation system and on-the-spot investigation are used to understand the enterprise's evaluation on the professional quality and ability of graduates

and interns, and the evaluation of talent training and course teaching quality, so as to understand whether the training environment, talent training program and curriculum system are high-end in a real sense The third-party evaluation mechanism can also be introduced to dynamically adjust the talent training program^[4].

3. The Effect of School Enterprise Cooperation in Stomatology Teaching

3.1 To Construct the Dual Subject Talent Training Mode

It is necessary to carry out the dual subject talent training mode in Colleges and enterprises to enhance students' professional quality and professional ability; to integrate enterprise culture and standards into talent training program, so that students can feel a strong professional atmosphere, cultivate their professional awareness, and have the opportunity to combine the construction of enterprise culture and personnel training; to combine the actual needs of enterprises with the talent training objectives It is clear that the school enterprise cooperation will develop the training program, which is conducive to the cultivation of high-end skilled talents^[5].

3.2 Compile Practical Teaching Materials

In order to combine with the economic globalization, we should integrate the vocational qualification standards of high skilled talents into the education content; we should carry out the teaching reform mode of “teaching doing integration”, carry out the fixed post practice, productive training and system design; try out the flexible teaching organization mode and construct the combination of work and study Curriculum system, such as the main line of denture manufacturing process, will be more practical teaching materials, closely combined with enterprise production and school teaching practice, improve students' practical ability, and then enhance their employment competitiveness^[6].

3.3 The Construction of Training Ground is Conducive to the Cultivation of High-End Skilled Talents

Medical colleges should break through the traditional teaching mode, reform the personnel training mode in the transformation and development, and determine the combination of work and study. Therefore, it is necessary to strengthen practical education and promote the docking between schools and enterprises. Therefore, the training base plays an important role in training talents. The establishment of practical training base in our college is convenient to carry out various practical teaching tasks, and has the characteristics of simulation and occupation, which is conducive to the cultivation of students' practical ability and creative thinking. At the same time, we should develop a number of advanced enterprises as the stable off campus practice bases of our college, and also establish a distance teaching platform connecting the internal and external training bases, so as to share high-quality resources, transmit useful information in real time, break through the limitation of time and space, realize interactive teaching, and connect the production process with professional teaching, which is conducive to the teaching reform of work study combination mode^[7].

3.4 Enhancing the Comprehensive Quality of Teaching Staff

The school has built a double qualified teaching team, regularly monitors the teaching quality, provides training and further training opportunities, and employs the technical backbone of enterprises as part-time teachers, forming a double qualified teaching team with close contact with

enterprises, personnel interaction, stable scale and high level. In this way, it is not only conducive to the implementation of high-end skilled personnel training plan, but also in line with the cognitive law of talent training; it not only meets the development requirements of schools and enterprises, but also ensures the common needs; it not only emphasizes the dual principal position of the school and enterprise, but also improves the students' initiative learning consciousness, cultivates a new education mechanism, and provides opportunities for students' enterprises to make two-way choices Employment competitiveness has been enhanced^[8].

4. New Thinking on the Teaching of Stomatology Technology Specialty under the Mode of School Enterprise Cooperation

4.1 Clear Professional Orientation

Under the mode of school enterprise cooperation, stomatological technology teaching should have a clear professional orientation, take the cultivation of high skilled professionals as the goal, and pay attention to the development and growth of students. School enterprise cooperation should have a common concept of education development. Enterprises provide the school with the support of funds, technology, equipment and other resources to promote the cultivation of stomatological professionals, and provide practical platforms and jobs for them. While the school side will transport the trained skilled talents to the enterprises and create value for them. Undoubtedly, it is a win-win situation for school enterprise cooperation. In the teaching process, we should focus on improving the practicability of theoretical knowledge, combining it with application practice, promoting the education system of school enterprise cooperation and work study combination, strengthening the professional supervision and evaluation and constraint incentive, so as to achieve the goal of talent training.

4.2 Innovative Teaching Mode

The teaching of stomatology technology specialty needs to innovate its teaching mode and teaching method, enrich and optimize the teaching content according to the actual needs of society for stomatology professionals, and formulate characteristic teaching plan based on the school enterprise cooperation mode. Combining teaching with post practice closely, employing professional and technical talents from enterprises as the teaching instructors of stomatology technology specialty has greatly improved the professionalism of stomatology teaching. In addition to the basic theoretical knowledge and practical technology, it is also necessary to impart clinical practice experience to students It's important.

5. Conclusion

In a word, the school enterprise cooperation teaching mode of “factory in school” integrates “teaching learning doing” to make teaching and practical work consistent and cohesive. The talent training mode of school enterprise cooperation makes schools and enterprises complement each other's advantages, use resources and develop together. It creates a new pattern of win-win situation and truly realizes the benefits of schools, enterprises and students.

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