

Probe into the Reform Strategy of Pediatric Nursing Teaching in Colleges and Universities to Cultivate Autonomous Learning Ability

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Abstract: Pediatric nursing in colleges and universities has always been an important course for related majors, and the theoretical and practical research and design of teaching activities is the focus of pediatric nursing teaching in colleges and universities. Moreover, pediatric nursing in colleges and universities is a clinical discipline with practice as the main subjects, which is to explore the overall growth and development law of infants and children, prevent diseases, and improve children's health care and nursing. And it is also particularly important in the nurse qualification examination. Nowadays, there are teaching reforms in related majors that not only rely on online teaching background and various new technical backgrounds, but all ignore the students themselves. For the students themselves, the cultivation of autonomous learning ability is the most important. The cultivation of autonomous learning ability is mainly from making relevant learning plans, learning objectives and related learning processes. Through theoretical and practical learning in autonomous learning, the overall autonomous learning content is determined and applied to the exploration of pediatric nursing teaching reform in colleges and universities. By setting up various classroom activities, discussion and answering questions, as well as various group tasks and tests, the teaching level is enhanced, diversified teaching models are set up, and the advantages of face-to-face between classroom teachers and students are flexibly used to provide reference and reform strategies for pediatric nursing teaching in related colleges and universities.

1. Introduction

In the classroom teaching of nursing in colleges and universities, the form of coordination between theory and practice is implemented as a whole. The common teaching mode is usually based on the frequently-occurring diseases and common diseases in pediatric nursing, or the teaching carried out when facing relevant students in the hospital. Directly, from a macro

perspective or combined with relevant cases, it tells students how to learn, so as to make the overall focus blank, and analyze the relevant classroom teaching changes. Make a comparison between the internal and external classroom requirements of after-class and classroom assignments. At this time, the class divides the important contents, and analyzes the students' situation according to the lecture content, and arranges and considers the students' absorption and discussion in class and after class as a whole, paving the way for the overall information reading and collection, and enabling students to further enhance their understanding after class, enhance their absorption and mainly digest the content, so that students and teaching have interactivity, and thus urge students to understand, absorb and digest after class in the next step, and explore and content in all aspects [1].

However, there are still many problems to be solved in the teaching process of pediatric nursing, such as the single overall teaching form, the individual information and common information appearing in the classroom, the teaching of students, the deep integration and teaching, the overall interaction in teaching and the cultivation of students' autonomous learning ability [2].

It lays a theoretical foundation and professional data for related majors and their future development, and provides guidance for curriculum design for future practice, so as to facilitate the improvement and innovation reform of the whole discipline and industry [3].

2. Research Background

2.1. Development of Pediatric Nursing in Colleges and Universities

Pediatric nursing in colleges and universities is a clinical professional discipline with practice as the main focus. It is a comprehensive nursing discipline to help students with disease prevention, nursing teaching and so on. It is also an important examination subject for medical students such as nurses to inspect their qualifications as nurses. The passing rate of the examination and the teaching of the subject have an important teaching level for the whole profession and the future development of the subject. The overall teaching mode is in the traditional teacher-taught stage. However, practical subjects require higher students' autonomous learning ability. However, due to the development of online teaching and online platform, students can make use of the convenience of informationization and the interest of overall learning in order to improve the overall teaching effect. However, technological innovation alone cannot help the overall teaching method, and it is necessary to cultivate students' autonomous learning ability from the students' direction by constructing an overall teaching model. Based on the combination of online and offline, theory and practice teaching, developing college students' autonomous learning ability has become the development focus and important significance of pediatric nursing[4].

2.2. Concept and Research Background of Autonomous Learning

Mr. Holker put forward the concept of autonomous learning in the early 1980s. Its core content is to formulate learning contents, arrange learning objectives, specify overall learning plans, including practical and theoretical learning contents, and expand the cognitive model, internal mechanism and overall framework of learning under the guidance and supervision of learners' internal psychological ability. Now it is mostly used in psychology and pedagogy. Realizing the deep integration of psychology and pedagogy is of great benefit in the connection between learning evaluation and learning mechanism, and realizing the cultivation of overall cognitive ability and the study of overall autonomous learning strategies, which is a reflective overall cognitive process, which was first proposed by American psychologist fravel, in which autonomous learning includes cognitive knowledge and the overall reflective cognitive process, which was proposed by the famous American psychologist fravel. The focus of autonomous learning includes: metacognitive

knowledge cognition [5], which is the improvement of knowledge about learning objectives and learning motivation, while the overall cognitive strategy is to carry out the overall autonomous learning measures, methods and measures in and out of class. For the monitoring of cognition, it is necessary to monitor the overall autonomous learning process and learning quality, and make appropriate adjustments and coordination for the overall rational evaluation. It enables teachers to improve the overall learning quality by promoting students' autonomous learning ability, realize the overall improvement strategy cognition, rationally adjust and evaluate the overall effect, enable students to promote the overall teaching and cultivate students' autonomous learning measures, and enable them to make a learning schedule, conduct overall learning mutual evaluation and self-evaluation. Carry out the closely related content of its ability training, and realize the overall independent learning. (Figure 1)[6].



Figure 1: Cultivation of autonomous learning ability.

3. Problems in the Teaching of Pediatric Nursing in Colleges and Universities

There are Various Problems in the Teaching of Pediatric Nursing in Colleges and Universities That Need to Be Solved Urgently;

3.1. The Overall Teaching Form is Relatively Simple

In the whole teaching mode, in recent years, there are many cases of pediatric nursing in colleges and universities, and their proportion in various examinations is also large, and the proportion is increasing year by year. In the course of examinations, it pays more attention to how students use what they have learned to solve clinical problems, which is more practical, unstable and sudden. However, in the traditional teaching classroom of pediatric nursing in colleges and universities, traditional teaching forms and methods are generally adopted. The overall teaching methods are relatively simple and boring, and the lecturer's explanation is the focus, which lacks flexibility and vitality. As the main position and subject content in teaching, the lecturer occupies the core of the whole teaching classroom [7], and teachers and students lacked interaction and popularity before. So that students often need to passively accommodate and absorb the teaching knowledge taught by teachers, so that they can't have a more comprehensive understanding of the knowledge of pediatric nursing as a whole, and they will greatly lack practical courses, and the practical courses and

theoretical courses will be separated from each other, and the proportion of theoretical courses is large. Although there is practical teaching, they completely forget its application in practical work, and often focus on basic learning operations. The students who are trained often lack the ability of self-learning and the overall learning value, and will not [8].

3.2. The Overall Teaching Goal Setting Is Not Rigorous and Scientific

After the Ministry of Health reformed the qualification examination for nurses in 2011, the proportion of learning basic nursing knowledge and skills decreased year by year, while the overall proportion of learning process of nursing etiquette [9], man-machine communication, laws and regulations and overall nursing ethics increased obviously. However, in the whole pediatric nursing teaching, the physical and mental health of children and the prevention of common diseases need to be continuously increased. The country's curriculum design for holistic pediatric nursing is suitable for nursing diseases as the core content, which occupies more than half of the course teaching time. However, there are few courses for children's physical and mental health in the overall children's teaching, and there is a lack of reasonable plans and course content arrangements, which is difficult to meet its overall education and examination needs, which greatly affects the practicality of holistic pediatric nursing and occupies a lot of learning time and resources [10].

3.3. The Overall Teaching Assessment is not Reasonable Enough

In most of the examination process of pediatric teaching in colleges and universities, the examination of examination papers is the core and main content, which makes students not combine with the overall computer teaching in daily examination teaching, and it is difficult to compare and manage the overall man-machine dialogue mode. In the overall examination process, it is impossible to answer questions with paper and pencil as usual [11], so we should strengthen our independent learning ability and then conduct more practical examinations. Let students show their true abilities in the assessment, let students show their true level in the assessment, and take the opportunity to further learn better knowledge system and value, and realize the multi-level and diversified core development connotation (Figure 2) (Figure 3) [12].



Figure 2: Examination forms of pediatric nursing teaching in colleges and universities.



Figure 3: Pediatric nursing teaching practice course in colleges and universities.

3.4. The Overall Teaching Lacks the Cultivation of Dual-Qualified Talents

In the whole teaching process of pediatric nursing in colleges and universities, there is a lack of dual-qualified talents. In many colleges and universities, full-time teachers with senior titles are doctors and nurses who are working in the clinic, followed by professional education. In the teaching process of primary and intermediate doctors and nurses, many of them specialize in teaching, while many primary and planting teachers are teaching in nursing departments. To become a full-time nursing teacher, besides having professional and solid basic theoretical knowledge, it is necessary to conduct deeper clinical practice research, improve and enrich their professional quality and professional knowledge on the whole, further carry out clinical practice and further develop in the overall clinical practice [13].

With the development of the times and the further development of society, human diseases are becoming more and more diversified, and many teaching materials lag behind the overall clinical situation, resulting in the overall update content not being updated in time. For example, hand, foot and mouth disease is an acute infectious disease of children at present, but the teaching facilities of the overall laboratory are relatively old, the overall class hours are less, and the overall construction area of the laboratory is smaller, resulting in fewer hands-on ability and hands-on opportunities for many students. The practical operation of nursing is particularly important, and it is necessary to ensure students' overall subjective initiative and carry out autonomous learning measures. However, if the overall infrastructure fails to keep up, it is impossible to carry out overall research and enthusiasm cultivation. It is impossible to form a lively teaching whole and interactive atmosphere [14].

4. Exploring the Reform Strategy of Pediatric Nursing teaching in Colleges and Universities Based on the Cultivation of Autonomous Learning Ability and the Course Process of Teaching Implementation

4.1. Exploration on the Reform Strategy of Pediatric Nursing Teaching in Colleges and Universities Based on the Cultivation of Autonomous Learning Ability

In the reform of the overall curriculum, the teaching objectives of pediatric nursing courses in most colleges and universities in China are not clear enough, which makes it necessary to carry out the overall reform of curriculum items and curriculum items in the teaching process. At present, the

overall goal improvement and goal positioning of pediatric nursing courses in colleges and universities are not accurate, and it is necessary to carry out overall reform and optimization. In the overall teaching of pediatric nursing, we should strengthen the teaching of children's disease prevention knowledge and the reform of curriculum goal setting of physical and mental health teaching. In view of the shortcomings in the curriculum and goal setting of pediatric nursing in some colleges and universities in China, we should actively optimize and reform under the background of new nursing examination methods. In the daily teaching of pediatric nursing, we should strengthen the teaching of children's physical and mental health and disease prevention knowledge, strengthen the overall teaching and communication with patients' families, and enrich our overall humanistic knowledge teaching in clinical practice teaching, so that children and their families can form a complete communication system, cultivate students' planning and basic teaching ability, and make students confident in the overall qualification examination [15].

It is necessary to rationalize the overall teaching plan, pay attention to the innovation of the overall teaching method and strengthen the reform of the overall teaching method while ensuring the new assessment method. For example, many pediatric nursing courses are constantly studied and conducted on the basis of practical courses, and case studies are made on this basis, so that students can cultivate their teamwork ability and writing teaching on the basis of case analysis. So that students can create and learn more teaching needs that meet the characteristics of students in the process of autonomous learning, such as CBL teaching method, FBL teaching method and various teaching methods including task-driven method, so as to improve students' overall learning interest level and students' skill level[16].

There are theoretical examinations and comprehensive skills examinations for pediatric nursing examinations in colleges and universities as a whole. Reform and innovation are carried out on the basis of adapting to infant care. It is necessary to challenge the overall curriculum and teaching of pediatric nursing, actively reform and innovate, so that students can have complete and rich practical skills and theoretical knowledge, and cooperate with the overall social needs, so that students' ability can be continuously and comprehensively improved, and their comprehensive ability can be comprehensively improved, and corresponding regulations and systems can be improved to pay attention to the cultivation of dual-qualified talents. It is also necessary to arrange full-time teachers and self-study students to participate in clinical practice in hospitals and communities regularly to eliminate the problem of disconnection between teaching and clinical practice. In the school, the teacher's scientific research ability participated in the teaching form that needs to keep pace with the times and pay attention to clinical application. With the improvement of living standards and the development of science and technology, new knowledge and technology are constantly updated. Although all kinds of professional plans and syllabus are constantly adjusted, full-time teachers have to take part in clinical practice, and the shortage of nursing talents at home and abroad has led to an increasing number of nursing students. Expanding the overall teaching resources and updating teaching equipment are conducive to the synchronous development of its construction and enrollment expansion, enabling students to further do things and mobilize their creativity and enthusiasm in all aspects. Change students' thinking ability that they are too busy accepting knowledge and ignore them. Dealing with problems and cultivating innovative ability are the teaching effects and values of professional disciplines. Deepen and improve the enthusiasm and creativity of professional course teaching (Figure 4) (Figure 5) [17-18].



Figure 4: Theoretical teaching of pediatric nursing in colleges and universities in the cultivation of autonomous learning ability.



Figure 5: Practical teaching of pediatric nursing in colleges and universities in the cultivation of autonomous learning ability.

5. Conclusion

Mobile teaching mode can be applied to specialized courses of nursing specialty, especially the main courses closely related to nurse qualification examination. We should strive to cultivate students' teaching ability and construct mobile teaching mode in various aspects in the design of teaching activities.

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