

Research on the practice of ideology construction of pathogenic biology course under the blended teaching mode

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Abstract: Medical parasitology is a professional basic course for medical majors, and the learning effect of this course has great influence on the follow-up courses, clinical practice and related scientific research of pathogenic biology. However, the traditional teaching mode is boring, unitary and solidified, and it is difficult for students to form effective memories of key knowledge points in the course, which is not conducive to the cultivation of students' autonomous learning ability and innovative consciousness. In recent years, with the rapid combination of internet plus and education, new requirements have been put forward for curriculum teaching. At the same time, combining the present situation and history, we should optimize the teaching content, break the limitation of understanding pathogenic biology, and pay attention to the ideology education and quality training of medical students. Online teaching has become one of the mainstream ways for students to learn. This paper explores the application of the mixed teaching mode of "internet plus" and "micro-course" in the teaching of pathogenic biology. It is found that students have a higher recognition of the mixed teaching mode of "internet plus" and "micro-course", and the efficiency of autonomous learning has been improved, but the participation of students in teaching and the IT level of teachers need to be improved.

1. Introduction

In twenty-first Century, the world entered the era of rapid development of Internet plus[1]. The Internet has made the world's cultural, economic, political and other aspects enter a new era[2]. In order to strengthen the construction and reform of Ideology theory course in Institution of higher learning and innovate the teaching system of Ideology theory course in Institution of higher learning, the state has constantly given guidance documents and new requirements from many aspects[3]. For a long time, the ideology education in Institution of higher learning is mainly carried out through ideology courses. This single ideology education model is obviously weak, which seriously affects the function of teaching and educating people in Institution of higher learning. The main way of Ideology education in Institution of higher learning is classroom teaching, but not one course, but all courses should play a role in order to form the joint force of Ideology education[4]. As a basic course of medicine, pathogen biology course only paid attention to the cultivation of students' theoretical knowledge and basic skills in the past teaching, but ignored the education of students' Outlook on life and values, wasting the potential ideology resources in the course[5]. In view of this, in the teaching process of pathogenic biology, we have a definite aim. Through teaching design, we naturally integrate ideology education into curriculum teaching, and play a subtle and silent role[6].

Curriculum ideology education is a new mode and direction of ideology reform in institution of Higher Learning in recent years. It is also a new idea and measure of our party for talent cultivation and ideology education in institution of Higher Learning[7]. This is the requirement of the development of the new era, the demand of industry development and personnel training, and also the key link in the construction of contemporary college students' value system. The ideology course is of great significance to the implementation of moral education and the realization of talent training objectives in institution of Higher Learning. Pathogenic biology is one of the most

important basic courses in medical education, involving many specialties such as clinic, nursing, stomatology, medical imaging and medical examination. How to integrate the ideology education into the teaching process of pathogenic biology, strengthen the education of medical humanities, medical ethics and medical ethics, and truly cultivate people by virtue is a subject that needs further study. Countless predecessors have made efforts for the development of pathogenic biology, and more medical workers and researchers are using their own efforts to promote the development of disciplines and the progress of medical technology. Summarizing and excavating these deeds will provide the best materials for the cultivation of students' ideological and moral quality. Pathogenic biology knowledge is involved in many aspects of people's lives, but its content is complex and abstract, its theoretical application fields are numerous, its coherence is strong, it is difficult for students to understand it, and they have to face academic pressure, so their interest in it gradually decreases, and the practical teaching of Pathogenic Biology also faces new challenges during the epidemic. Therefore, it is imperative to comprehensively analyze and reform the teaching methods of Pathogenic Biology.

2. Development of Teaching Methods in Pathogen Biology Course

2.1. Limitations of Pathogen Biology Teaching in Traditional Teaching Mode

In our undergraduate teaching, the teaching place is single, the teaching method is single, and the assessment method is single. The disadvantage of single offline teaching is that teachers "cram" and "full house" teaching in the classroom, with little interaction between teachers and students, and teachers are unable to learn about students' learning in time; Students' vague learning objectives, low participation and no time to think lead to lack of motivation and great differences in learning effects; And the way of learning and reviewing knowledge after class is narrow, and the learning autonomy and initiative are lack. When students do not have a strong sense of self-confidence and self-confidence in learning, they will not be able to complete the corresponding courses. Under the traditional teaching mode, pathogenic biology is mainly taught offline, with teachers as the center and books as the center[8]. Teachers impart knowledge to students in a purposeful, planned and organized way. However, with the development of education and scientific research, the knowledge of pathogenic biology is constantly updated. If teachers teach knowledge according to the book, students will not grasp the key and difficult points firmly and learn passively, which can not ensure the quality and efficiency of teaching. At the same time, the traditional teaching mode focuses on Teachers' completing teaching tasks, which leads to the single and solidified teaching mode. In addition, there are many knowledge points and less class hours in the pathogenic biology course. In the classroom, teachers can only focus on the key and difficult points, which is difficult to explain some cutting-edge knowledge and the latest cases, and can not better stimulate students' interest in learning, It is difficult to help students master the latest medical trends; In addition, there are many contents that need to be remembered, which are relatively boring. Over time, students will have the psychology of abandoning learning and being tired of learning. It is prone to outdated teaching content, slow update speed, limited knowledge capacity and "short board" in knowledge framework. The single offline learning mode makes students think that learning is boring, so it is urgent to stimulate the internal motivation of students' learning.

2.2. The Rise and Development of Pathogen Biology Teaching under the Blended Teaching Mode

The arrival of the "internet plus" era has brought great opportunities for the reform of college teaching. Especially during the epidemic in 2020, with the call of the Ministry of Education to "stop classes and study", it has set off a "nationwide online course tide" and further promoted the development of online and offline mixed teaching. It is in this tide of teaching reform that the pathogen course successfully practiced the online and offline mixed teaching, and the ideology course is another reform practice on this basis. Teachers play the role of "main force" in curriculum ideology education. The idea of ideology education is the inherent requirement for teachers to carry

out the ideology construction of the curriculum[9]. The ideology elements in the curriculum should be further tapped, integrated into the teaching of professional knowledge and skills, the teaching art should be improved, the teaching design should be innovated, and the ideology education should naturally permeate into the teaching, which can make students more receptive. Although the ideology theory courses in institution of Higher Learning all over the country are on the good momentum of entering the mixed teaching mode, the research and exploration of the mixed teaching mode of pathogenic biology needs to be further deepened. How much change and substantial improvement this teaching mode brings to the ideology theory courses in institution of Higher Learning need to be continuously studied and improved. Finally, the effectiveness of ideology theory courses in institution of Higher Learning will be improved, so that students can truly internalize the knowledge they have learned and externalize it in practice, and truly understand, identify and believe the core values spread in China.

3. Ideology Construction Path of Pathogen Biology Course

3.1. Ideology Significance of Pathogen Biology Course

Curriculum ideology education is guided by the basic standpoint of Marxism and the professional curriculum as the carrier. It properly integrates professional knowledge, humanities and ideology quality, so as to make moral education run through the whole process of professional curriculum education and teaching activities and help the comprehensive cultivation of students' comprehensive ability[10]. The essence of Ideology education is that the curriculum carries ideology education and contains ideology education in the curriculum. Carrying out curriculum ideology education is the need to realize the fundamental task of Building Morality and cultivating people in Institution of higher learning and to cultivate successors for all-round development. Teachers should skillfully grasp the curriculum characteristics and the law of Ideology teaching, and transform academic resources into educational resources through various teaching means, so as to make the teaching classroom a position for knowledge learning, quality improvement and character cultivation, so as to achieve the moral education goal of talent training. At the same time, the curriculum design needs to be further optimized, and the ideology elements should be deeply excavated. Taking historical stories, celebrities and interesting stories, scientific exploration, typical cases, social hot spots and personal experience as the carrier, it should be integrated into the curriculum teaching and transfer the ideology elements contained in the curriculum to students, so as to improve students' quality and achieve educational objectives. In the context of curriculum ideology education, teachers also need to further improve their awareness of moral education and value education. Teachers should realize that the good moral character of "Building Morality and cultivating people" and "having both morality and ability" is an indispensable basic quality of talents. Ideology education is a part of the teaching content, and ideological education is a part of the goal of talent training. Only by improving teachers' initiative, can the curriculum ideology education achieve good results.

3.2. Course ideology construction under the blended teaching mode

With the functions of online learning platforms becoming more and more perfect, and the resources in massive open online course becoming more and more abundant, more and more specialized courses have started the classroom reform of online and offline mixed teaching. Online-offline mixed teaching mode is helpful for classroom ideology education to open up the "second classroom" and better integrate ideology elements into specialized courses. Curriculum ideology education is not to move ideology study to professional classroom, but to require professional teachers to integrate ideology education into all aspects of professional teaching in various forms and forms, so as to achieve the teaching effect of moistening things silently. It can be said that curriculum ideology education is an invisible teaching. "Good knowledge, no fence", online and offline biochemistry teaching mode breaks the time and space limitation of learning, optimizes the structure of teaching and learning, and provides more real-time, convenient and

effective communication means for interaction between teachers, students and students, such as students' teaching feedback and comments on courses and teachers' answers to students' questions and puzzles. Pathogenic Biology is a discipline that studies the biological characteristics, pathogenicity, laboratory diagnosis and prevention principles of pathogenic organisms related to medicine. Many historical materials and modern news events can be connected with the teaching content of Pathogenic Biology. In the mixed teaching mode, teachers publish relevant extended learning materials and discussion topics according to chapters, and require students to conduct online discussion activities to achieve the purpose of mutual learning and promotion. It can also push the background stories, news reports, research progress, anecdotes of characters, etc. of corresponding pathogens and diseases caused by them, and learn the corresponding news reports and examples to stimulate learning motivation. In view of the problems that can't be solved by themselves in the process of self-study, students can also communicate with teachers instantly through QQ, WeChat and other ways. It is also possible to arrange a common time, and teachers can focus on online explanation or answer questions in the discussion area. Fig. 1 is the basic framework of mixed teaching.

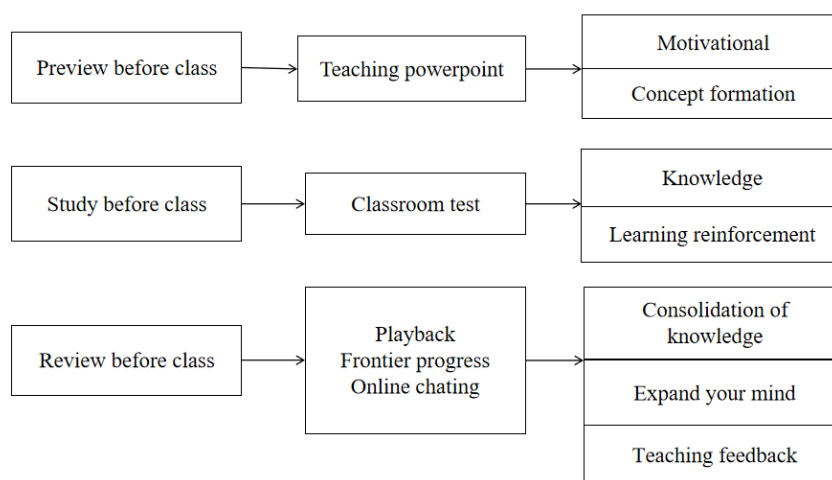


Figure 1 Basic framework of blended teaching

4. Conclusions

At this stage, the reform of teaching mode of basic medicine course needs to change teaching ideas and methods, make full use of modern IT and online resources, break the spatial barrier and respond flexibly. In the process of organizing pathogenic biology teaching activities, we should start from cultivating students' autonomous learning ability and improving learning interest, take students as the center, take discipline knowledge as the core, organically combine history and current situation with theory, activate pathogenic biology, stimulate medical students' learning and exploration enthusiasm, and achieve the teaching objectives of this discipline. The teaching reform of Ideology education in pathogenic biology course has strengthened the educational function of the course. At the same time, teachers should continue to strengthen the study of educational ideas and ideology theories, constantly enrich relevant knowledge, pay attention to cutting-edge trends in real time, deeply analyze teaching contents, further explore and improve ideology education methods, optimize teaching cases, and organically integrate professional course teaching and ideology education, Give full play to the advantages of curriculum thought and politics, realize "three complete education", cultivate high-quality technical and skilled medical talents, and further promote the realization of "healthy China".

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