The Application Research of Computer Technology in the Teaching Design and Implementation of Pediatric Nursing in Higher Vocational Nursing Specialty

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Abstract. At present, the traditional teaching method is still adopted in the teaching mode of pediatrics nursing in higher vocational education, which can't get rid of the shackles of subject-based courses. Computer project-based teaching mode is a more successful teaching mode in the teaching reform of higher vocational education, and has made more achievements in higher vocational education. This paper is based on computer technology in pediatric nursing curriculum standards and teaching plans, this paper modularizes and projects the curriculum structure. The implementation of the project-based teaching design in the pediatric nursing project course of higher vocational nursing specialty has completely broken the traditional course mode, which is helpful to make the pediatric nursing task clearer and improve the students' practical ability.

Keywords: Project Teaching Design, Pediatric Nursing, Higher Vocational Nursing Specialty, Computer Technology

1. Introduction

The reform of vocational education and teaching of the Ministry of education clearly puts forward that higher vocational colleges should actively cooperate with industry enterprises to develop courses, reform course system and teaching content, establish course standards that highlight vocational ability training, and improve course teaching quality. To achieve these requirements, curriculum reform is the key. [1] The nursing specialty in higher vocational colleges should establish the teaching of paediatric nursing course with project as the carrier and post demand as the guidance, so as to achieve satisfactory results. Under the new situation, it is urgent and important to cultivate pediatric nursing talents. From the perspective of social needs, pediatric nursing teaching should establish teaching objectives, optimize teaching content, improve assessment and evaluation, comprehensively improve the overall quality and comprehensive ability of students, promote teaching reform and improve the quality of teaching. Only in this way can higher vocational colleges improve the level of pediatric nursing teaching, and train more and more excellent clinical innovative and high-quality pediatric nursing talents for the country.[2]

2. The concept of project teaching
2.1. The theoretical basis of project teaching

The theoretical basis of project-based teaching mainly includes several aspects as shown in Figure 1.

![Figure 1. Theoretical basis of project-based teaching](image)

Project-based teaching provides students with many ways to participate in learning, which is suitable for the development of all kinds of intelligence. Through appropriate training and continuous accumulation of learning, each kind of intelligence of students can be improved, and at the same time, the intellectual potential of students can be tapped. Project teaching is helpful to improve students' multiple intelligences, which is worth popularizing.

2.2. Characteristics of project teaching

The characteristics of project-based teaching mainly include five aspects: the professionalism of teaching objectives, the practicality of teaching content, the situational nature of teaching environment, the teamwork and subjectivity of teaching objects, and the diversity of teaching methods, as shown in Figure 2 below.

![Figure 2. Characteristics of project-based teaching](image)

3. Problems in the teaching of pediatric nursing in higher vocational nursing specialty
3.1. Unreasonable curriculum and teaching objectives

Compared with the foreign higher education curriculum of paediatric nursing, which advocates children's physical and mental health as the centre, and emphasizes clinical nursing and observation, there is still a lot of room for improvement in the curriculum of paediatric nursing in higher vocational education in China. At present, most of the nursing majors in higher vocational colleges focus on the nursing of pediatric diseases, and the nursing of pediatric diseases alone accounts for 80% of the total class hours. The course aims at the diagnosis, clinical manifestation, treatment and nursing of children's diseases, which cannot meet the needs of the society for health.

3.2. Backward teaching methods

At present, the teaching of paediatric nursing in higher vocational nursing specialty is still biased on the traditional teaching method, the teaching method is relatively simple, the classroom teaching is mainly teaching, and teachers and students lack effective interaction. Students instill knowledge passively, teachers talk more, students participate less actively, they can't concentrate or have no interest in class, and their enthusiasm can't be effectively aroused.

3.3. Teaching content and assessment methods are outdated

Most of the pediatric nursing teaching content of nursing specialty in higher vocational colleges is lack of clinical practice teaching, the proportion of theoretical courses is larger, the content of clinical practice teaching is less, the teaching content is out of line with clinical practice, and the distance from clinical practice is widened. These factors are not conducive to the cultivation of students’ practical ability. In addition, at present, the examination paper is still the main part of paediatric nursing course assessment. The examination paper can only examine the theoretical knowledge and the degree of memorization of students, but not the clinical comprehensive ability, problem-solving ability, knowledge application ability, unity writing ability and nurse patient communication ability of students. In order to evaluate the teaching effect comprehensively, objectively and fairly, it is necessary to realize the diversification of examination forms.

4. Research on the project teaching design and implementation results of pediatric nursing in higher vocational nursing specialty

4.1. Design of teaching contents

The teaching content of the project-based course adopts the project-based approach, highlighting the practicality. When designing the teaching content, it should reflect the working process of the professional post, and also cover the core knowledge in the teaching materials. In the course structure, the course is divided into several modules, including children's health care and nursing technology, newborn common disease nursing technology, and children's common disease nursing technology, which respectively correspond to the nursing posts of children's health department, newborn pediatrics and comprehensive children's disease department of children's hospital. Each module determines several items according to its working characteristics. According to the clinical work content, the basic nursing work of pediatric nursing in higher vocational nursing specialty should break the traditional teaching pattern, take the work process as the guidance, and carry out the teaching in the teaching base of the integration of theory and practice, so that the trained students have the requirements of the corresponding professional posts in this course, and realize the close connection between the personnel training and the post needs.

4.2. Design of teaching situation

In the project-based design of pediatric nursing in higher vocational education, the teaching situation should be highlighted, including not only the role division, but also the hard environment such as hardware teaching facilities and the soft environment such as teaching atmosphere. On the one hand, according to the different tasks of the project, we should build a rich working situation. On the other
hand, in the construction of hardware environment, it is necessary to make the learning environment and professional environment match, and establish a training base integrating theory and practice, so as to meet the needs of students' teaching and practice. The teaching design of pediatric nursing in nursing specialty is based on the project-based course teaching guided by the post demand. Through the actual implementation, it is found that it is superior to the traditional teaching method in terms of theoretical knowledge mastery, practical operation skills, management and cooperation ability, language communication ability, professional quality and other aspects, which stimulates students' interest in learning.

5. Conclusion
The application research of computer technology in the project teaching design and implementation of pediatric nursing in higher vocational nursing specialty is based on post demand, taking the project as the carrier and the work task as the centre, so that students can choose, organize and learn the work knowledge independently under the guidance of teachers. The design mode reflects the characteristics of vocational education of the combination of work and study, which is conducive to improving the subjective initiative of students, and also to highlighting the guiding role of teachers. Through the setting of learning situations, more students can actively participate in teaching, which is more conducive to the implementation of teaching objectives. In addition, the model is conducive to the cultivation of students' critical thinking ability. It can give full play to the guiding role of the industry in the development of discipline courses, pay attention to the necessity of theoretical learning and the practicality of practical operation, and improve the teaching effect of professional courses.

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