Research on the Construction of Young Teachers in Colleges and Universities of Traditional Chinese Medicine Based on Computer Multimedia System

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Abstract. In the process of training young teachers, we should combine the cultivation of innovative talents with the cultivation of young teachers, and explore the innovative training mode of graduate students while cultivating the innovative spirit, innovative thinking and innovative ability of young teachers. Through the use of modern computer multimedia technology to train excellent young teachers, so that they play a huge role in the College of traditional Chinese medicine. Modern multimedia technology can be used in class, teaching content and the use of various aspects of teaching, and so on. At the same time, the electronic teaching plan provided for teachers also enriches the class content to a certain extent[1]. This paper focuses on how to use multimedia system correctly to complete teaching in young teachers of TCM colleges and universities.

Keywords: Computer Multimedia, System Medical Colleges, Team Construction

1. Dilemma and crux of the development of teaching staff in colleges and universities of traditional chinese medicine

With the reform and development of China’s higher education, colleges and universities of traditional Chinese medicine have made remarkable achievements in teaching, scientific research and medical treatment. From the perspective of long-term development, there are still some gaps between Chinese medical colleges and high-level universities in terms of educational ideas, quality of personnel training, connotation construction of key disciplines, construction of teaching staff, scientific and technological innovation ability and transformation level of scientific and technological achievements, social service function, internationalization and management system and mechanism.

It is mainly reflected in the following six aspects. First, the number of high-level leading talents is relatively small, especially the lack of domestic first-class master level leading talents, and some disciplines are facing the dilemma of no successor[2]. Second, the number of high-level teaching and scientific and technological innovation teams is small in number and small in scale. There is a common phenomenon of "small groups of self-employed" in scientific research teams. In the competition and development of the industry, it is difficult to concentrate the effective joint force
formed by the advantages of colleges and universities, which restricts the further improvement of teaching and scientific research level of colleges and universities. Third, the phenomenon of "inbreeding" is relatively serious, and the number of high-level reserve talents is small, which can not meet the needs of school development. Fourth, there is a phenomenon of "attaching importance to scientific research and neglecting teaching" in the high-level talent team. Some teachers despise the teaching tasks and put a lot of energy and enthusiasm into the research of various scientific research projects, resulting in the unbalanced development of teaching and scientific research, leading to a series of problems, such as the lack of excellent teachers, the lag of professional development, and the difficulty of personnel training to a new level. Fifth, teachers’ participation in the international community is low, teachers’ participation in international cooperation research and transnational academic exchange is less, and there is a lack of influential high-level talents in foreign countries. Sixth, the transformation rate of scientific and technological achievements is not high, most teachers lack the awareness of scientific research achievements transformation, the relevant management system of the school is not perfect, the transformation quality of scientific and technological achievements is not high, and the productivity of knowledge form is difficult to become the real productivity.

These problems in the teaching staff, to a large extent, are related to the environment provided and established by colleges and universities in the process of talent growth. Without a good talent training environment, it is not conducive to the coordinated development of teaching and scientific research (Figure 1).

2. Should young teachers in colleges and universities of traditional chinese medicine decide whether to use multimedia or not according to the types of courses

Not all courses are suitable for multimedia assisted instruction, and the proportion of multimedia application in different courses is not the same. Therefore, not all courses can be used multimedia assisted teaching for the sake of multimedia. Improper use of multimedia can only waste resources and reduce the effect of classroom teaching[3]. Therefore, the young teachers divide the courses into three categories according to the attributes of different courses and the appropriate degree of using multimedia.

2.1. Courses suitable for multimedia teaching

It includes basic courses of Western medicine such as anatomy, embryology and physiology, diagnostics of traditional Chinese medicine, acupuncture and moxibustion, history of traditional Chinese medicine, and clinical courses of Western medicine such as medical imaging. The main characteristics of these courses are that there are a large number of images in multimedia, which can
enhance the learning effect. In the early stage of multimedia popularization, wall charts are often used in this kind of courses, which is the most suitable for multimedia assisted teaching.

2.2. The course of multimedia teaching can be applied appropriately

It includes chemical mathematics, physics and other public basic courses. The characteristics of this kind of courses are that there are a large number of formulas and charts that are difficult to write. It is not only intuitive but also time-saving, but also an effective application of multimedia. Therefore, multimedia teaching can be applied to this kind of courses.

2.3. Courses not suitable for multimedia teaching

The basic courses of traditional Chinese medicine, such as prescriptions and traditional Chinese medicine, and the classic clinical courses of traditional Chinese medicine, such as typhoid fever and internal classic, are characterized by strong theory and difficult to express in the form of multimedia, so the use of multimedia is generally not advocated[4]. However, if conditions permit, this kind of course can also use multimedia to display the contents such as articles, so as to save time on blackboard writing. We should grasp the standard and avoid moving books. This is only a broad classification. Young teachers should be determined according to the specific situation of the course. In short, the multimedia content should be based on images, animation or video, which is the real advantage of multimedia. Whether to apply multimedia to teaching and the proportion of the use should be judged by whether the classroom teaching effect can be effectively improved. The use of multimedia system in secondary one kindergarten needs to be discussed and decided by the teachers (Figure 2).

Figure 2. Teaching method of multimedia course.

3. How to use multimedia system correctly in teaching of young teachers in colleges and universities of traditional chinese medicine

3.1. Preparation before class

What kind of teaching objectives should be taken into consideration, such as what kind of teaching objectives should be used, what kind of teaching objectives should be used, what kind of teaching objectives should be taken into consideration, what kind of teaching objectives should be taken into account before using the computer, what kind of teaching strategies should be followed before using the computer, and what kind of teaching strategies should be taken into consideration. Through this kind of organization, teachers’ teaching ideas can be reflected. Not only can heuristic, analogical and associative teaching be realized conveniently, but also the teaching principles of scientifcity, intuition, inspiration, teaching students in accordance with their aptitude and step by step can be carried out naturally. It can change the original teaching methods, reform teaching methods, give full play to students’ initiative and initiative, and stimulate their interest in learning. It is beneficial to cultivate students’ learning ability and creativity, and to improve teaching efficiency and teaching efficiency.

After having teaching design, teachers need to collect and organize teaching demonstration materials. According to the teaching content and knowledge capacity of classroom teaching, the teachers should make full use of the materials with good teaching effect, so as to save the information with poor teaching effect[5]. Teachers also need to make or modify teaching software to simulate and demonstrate the macro and micro structures, changes and operation processes that cannot be directly
seen and seen by the naked eye, so that students can understand the abstract and difficult classroom teaching knowledge in simple terms, simplify complex things, construct and create situations conducive to their cognition, To help students complete the construction of new knowledge and new concepts.

3.2. In class
The teacher should adjust the teaching process, whether it is the teaching process, the teaching process, the teaching process, the teaching process, and the teaching process, To reduce the macro things, to provide students with rich, vivid and vivid teaching materials, so that students can establish perceptual knowledge in a relatively short period of time and form a clear image. Among them, whether the teacher can capture the best broadcasting opportunity is the core problem to determine the teaching effect. Generally speaking, it is a good time to stimulate interest, transfer knowledge, solve problems and consolidate and improve.

3.3. After class
Because most of the materials presented in CAI are perceptual materials, which are only the basis for students to form rational knowledge, and to guide students to realize the leap from perceptual to rational and from image to abstract is inseparable from teachers’ guidance and comments. Before the broadcast, teachers should explain the purpose and requirements of audio-visual to students, so that students can focus on the main information of audio-visual materials and eliminate interference. At the same time, teachers should properly insert heuristic questions and strengthen guidance, so that students can understand how to see and think. After the broadcast, the teacher’s timely explanation and summary is conducive to students’ Strengthening perception and deepening their understanding. That is to say, to give full play to the advantages of multimedia teaching, students should take the initiative to seek, actively think, and practice in person, but also emphasize the overall planning of the whole teaching process, and be responsible for eliminating students’ attention shift or excessive dependence on media.

4. How to use electronic teaching plan in teacher team
The application of multimedia teaching needs not the blockbuster with high technical content produced by big investment and people’s Congress, the award-winning "achievements" designed and produced according to the award criteria, and not a waste of time and energy. It is the design, material organization, production and application, which is the concept of electronic teaching plan proposed in this paper, which requires teachers to take the modern education thought and theory as the guidance, use the teaching design principle, and improve the classroom teaching effect as the sole purpose.

The common multimedia forms used in classroom teaching include electronic teaching plan, e-book, CAI courseware, network course teaching resource library, etc. In many multimedia forms, we think that electronic teaching plan is the most practical multimedia form of classroom teaching.

The main characteristics of courseware are exquisite production, long production cycle, complete functions, high development cost, not suitable to modify, poor flexibility, more suitable for self-study and research[6]. The original traditional courseware used in classroom teaching is less, the effect is also poor. The main reason is that it is not suitable to modify, the content can not be updated in time, and it is not convenient to use. In the initial design, the classroom teaching design is less considered, which is not suitable for classroom teaching. The electronic teaching plan has the characteristics of convenient modification and flexible use. Its content can be changed at any time according to the classroom design, which is more in line with the modern education concept (Figure 3).
5. Conclusion
To sum up, although multimedia teaching gives students unprecedented autonomy, and they can choose the content and schedule according to their own knowledge base, learning ability and cognitive characteristics, the leading role of teachers has not been weakened. They are still the designers and organizers of the teaching process. Moreover, due to the joining of computers, higher requirements are put forward for teachers. It provides a broader space for creation. The young teachers in the College of traditional Chinese medicine use computer multimedia system to assist in teaching.

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