Regional Anatomy Teaching Explore in Medical Colleges under the New Situation
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Abstract. Regional anatomy is a very important bridge course between basic medicine and clinical medicine, which is based on autopsy as the main research method and practical operation discipline. With the development of national education and teaching reform and the expansion of enrollment scale, traditional teaching methods can no longer meet the needs of students. Under the existing teaching conditions, how to get this course is a challenge that every human anatomy teacher must accept. This paper starts from the regional anatomy and the current situation of teaching under the current situation, and puts forward some rough suggestions for the teaching reform of regional anatomy for communication.

Introduction
Regional anatomy is a medical morphology discipline. It is based on the anatomy of the system. It focuses on the anatomy of the structure, morphology, level and adjacent relationship of the human body from shallow to deep. Some of the basic clinical disciplines like surgery, obstetrics and gynecology and imaging diagnosis are based on regional anatomy. So regional anatomy as an important part of the human anatomy, has a strong practical application significance. To become a good clinician, you must learn the regional anatomy carefully and solidly. However, at present, there are serious shortages of corpses in the medical colleges in China, lack of teaching specimens, simple laboratory conditions, students' fear of filth and psychological problems such as fear. Next up for me will combine years of teaching practice on how to overcome the above problems, talk about our views about how to teaching regional anatomy.

Cultivate Students who are not Afraid of Being Tired and Dirty, and at the Same Time Confront Students Fear
For the first time facing stiff cadaver specimens, students will inevitably have fears. How to use the shortest possible time to adapt is the first difficult problem for medical students to learn regional anatomy, teachers should guide students to overcome this fear. The pungent smell of formaldehyde in the laboratory during the regional anatomy, and due to the long and intensity time of experimental operation, some students express their tendency to be afraid of bitterness, fear of dirt and fear of tiredness, lack of rigorous learning attitude, and are reluctant to careful observation and practice carefully. Teachers must cultivate students' rigorous and scientific medical attitude and social responsibility in the course of class. The fundamental purpose of the regional anatomy experiment course is for medical clinical services, which is an effective way to improve clinical skills. Only through the scientific procedures of "Sectional, check, recognizing and determining," the human body specimens can deepen the understanding of the human body structure [1]. In order to deepen the depth of knowledge of the human anatomy. So, correcting the attitude of learning and strengthening the doctor's sense of saving the sense of social responsibility is the premise for cultivating students' super-medical theoretical skills. In the process of learning the regional anatomy experiments, students should be allowed to accurately grasp the physiological structure and adjacent
relationship of various organs of the human body. Standardize the clinical occupational habits of using surgical instruments and strictly operating according to anatomical procedures, will laying a solid foundation for future clinical medical work.

The Teaching Method of Regional Anatomy should be Diversified

The general enrollment expansion of higher education institutions in China and the rapid development of continuing education have brought great challenges to the traditional higher education management system, especially to the medical education [2]. Due to the constraints of modern economic conditions, the infrastructure of medical anatomy experiment teaching is aging in most medical colleges, and the laboratory conditions are difficult to be improved in a short time. In particular, the source of cadaver specimens that are indispensable in regional anatomical experiments is more intense, thus objectively reduced opportunities for students' hands-on anatomy. The reduction of opportunities has caused great difficulties in the teaching of regional anatomy. In view of the current situation, we want to utilize modern educational technology in combination with traditional teaching methods. It is necessary to make full use of the existing modern multimedia teaching instruments, video, media and other teaching techniques, at the same time teacher draw on the traditional intuitive teaching aid model, hanging icon book, et al. Those ways will to ensure the efficiency of regional anatomy experiment teaching. Through the role-reversal, students can cooperate and interact, practice the regional anatomy process, facilitate the exchange of information and feedback between teachers and students, streamline the process of knowledge transfer and strengthen clinical skills. The traditional regional anatomy teaching mode adopts teachers' explanation and demonstration, students' simulation operation and other methods. The teacher-led phenomenon is widespread, which restricts the students' subjective initiative to a certain extent, opens up the students' innovative thinking consciousness and cultivates students' independent exploration and analysis. The ability to solve problems has serious obstacles. Under the modern medical education theory, changing the teaching concept and opening the way of teaching classroom is conducive to the improvement of students' regional anatomy experiment learning.

Teaching Regional Anatomy with a Combination of Cases

Regional anatomy traditional experimental teaching is mostly carried out by students to physically dissect and observe the corpse, and achieve a comprehensive understanding of the human body's qualitative, localized and fixed state [3]. Regional anatomy is the foundation of clinical medicine, but it is also out of clinical medicine, which makes students feel boring and difficult to remember. Clinical medicine is also inseparable from regional anatomy, otherwise it will be difficult to develop. If the regional anatomy and clinical medicine can be organically combined, this can not only increase the knowledge and interest of regional anatomy, improve the teaching quality of regional anatomy, but also promote the development of relevant clinical disciplines, and play a dual role. Therefore, the combination of regional teaching anatomy and clinical cases, setting related problems in the teaching classes at the same time can greatly stimulate students' interest in learning and make the boring anatomical operation vivid and interesting. Of course, for the selection of the case, the teacher will take time and thoughts. It is necessary to select the classic case that fits the content of this lesson, and set the questions related to this lesson so that the students can answer them in the process of anatomy.

Apply the Teaching Model of Reply to the Experimental Teaching of Regional Anatomy

Regional anatomical procedures are the same as those required for surgical procedures. A few students independently perform a regional anatomy of the human body for a certain period of time. In order to meet such requirements, students must learn the relevant content before class by themselves, understand the content of this lesson, and simulate the anatomical operation process in the mind, so that the practical teaching tasks can be completed well [4]. During the implementation
process, the main knives and assistants of each class will reply and ask them to do a good pre-class preparation. They should write a preview report according to certain requirements like writing a paper. Other students should also pre-read the content of this lesson and write a complete preview report, and set the questions at the same time, in order to ask questions to the main knife and assistant in the defense process. This kind of teaching method can fully mobilize the students’ enthusiasm for independent learning, and at the same time cultivate students' ability to think and analyze problems, and fully grasp the theoretical knowledge before hands-on practice, avoiding the blindness of practice and saving practice time, so that the regional anatomy experiment class to achieve the best teaching effect.

Introducing the Appraisal by Objective in the Experimental Teaching of Regional Anatomy

The target assessment method determines a teaching goal in a quantitative form, then evaluates the teaching goal, verifies the effect of the teaching according to the results of the assessment, and corrects and perfects the target according to the feedback information, and finally achieves the purpose of teaching quality optimization and improvement of teaching organization [5]. The basic procedures of the target assessment method are: The formulation of the teaching unit objectives—The formulation of the assessment criteria—The assessment criteria by the teacher—The anatomy of the student—The instruction of the teacher—The implementation of the assessment—The collection of data and information feedback—The evaluation of the teaching effect—The teaching objectives and assessment—Teaching standards are revised and improved. The biggest advantage of the target assessment method is its clear objectives, quantitative indicators, highlighting the basic principles of less objective and more precise, reducing the complexity, blindness and ignorance of the past. At the same time, after teacher clear teaching goals and quantitative indicators, both students and teachers are targeted, mandatory and assessable, so that students and teachers can be fully motivated, enthusiasm and creative, and students' learning attitudes can be corrected, then improve students' hands-on ability and innovative thinking skills.

Integrate the Fun Teaching Method into the Experimental Teaching of Regional Anatomy

The fun teaching method means that in the process of teaching, the teacher uses the way of asking questions to inspire students' thinking, and uses interesting stories, graphic language, humorous cartoons and divergent thinking links, this teaching method that is characterized by student interest. In the teaching process, teachers should learn to set suspense to attract students, let students actively think under the existing cognitive conditions, and improve students' enthusiasm and initiative. Teachers can also create some easy to remember oral or metaphorical descriptions based on the morphological characteristics of the structure during the experimental teaching process, so that students can help find the relevant structures faster through these popular mouths, and can also be identified by observing to verify the actual structure of those metaphorical descriptions. Integrate the fun teaching method into the experimental teaching of regional anatomy not only can increase the fun of learning regional anatomy and adjust the learning atmosphere, but also improve the efficiency of memory.

Conclusion

Regional anatomy is a required course for clinicians to learn this course, it is necessary to integrate theory with practice, because each school’s specific situation is different, each teacher should be combine the actual situation of the school with different teaching methods, but its purpose is the same, that is, let each student can master the regional anatomy course, lay a solid foundation for the future clinical course, and become an excellent doctor after graduation.
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