Application Research of Computer Mooc Teaching Method in Basic Theory Teaching of Traditional Chinese Medicine

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Abstract. With the successful application of Internet technology in education, the concept of open education has been widely recognized by the society. This following paper analyzes and studies the computer MOOC teaching method in the basic theory teaching of Traditional Chinese medicine, and proposes corresponding solutions to the existing problems.

Keywords: Class (MOOC), Basic Theory of TCM, Teaching Reform, Course

1. Introduction
Socialized learning has become the main learning method. Since its inception in 2012, MOOC, which originated in the United States, has rapidly become popular around the world and has been widely recognized by universities at home and abroad. Different from the traditional teaching-centered teaching mode, learning-oriented online teaching, MOOC teaching and learning pay equal attention to each other brings about great changes in the teaching philosophy, technology, system and mode of higher education worldwide. However, the CNKI Chinese academic period was searched with Curtain course, MOOC, as the keywords respectively. There are 69 papers in the full-text database, among which 68 are related to higher education, including computer science, ideological and political science, English and general education[1]. There are only 5 papers related to Traditional Chinese medicine, which have not been applied in the teaching of basic theories of Traditional Chinese medicine. Therefore, this paper intends to discuss the application of this teaching method in the teaching of basic theory of Chinese medicine, so as to further deepen the teaching reform of basic theory of TCM.

2. About the MOOC

2.1. The background of the MOOC
"MOOC", or massive open online courses, gathers a large number of famous teachers and courses from famous universities with the help of advanced network platforms, which has exerted a profound influence on the pattern and process of global education. The core elements of MOOC are: massive, large-scale learners; The second one is open[2]. The third one is open. Mine, online learning; The fourth is courses, which emphasizes the quality and effectiveness of course resources, and learners can
participate in knowledge construction and course reconstruction. In MOOC classes, learners have full autonomy to choose. In terms of learning content selection, many high-quality courses from famous teachers from famous universities around the world are gathered for learners to choose. The presentation of learning content is flexible, diversified and attractive. In terms of learning style, it ADAPTS to the characteristics of fragmented learning in the digital age, and divides the traditional classroom into "micro-classes", so that learners can choose to learn according to the topics they care about. This model challenges the traditional teaching methods and has a great impact on the status and role of teachers and students in teaching. Facing the sudden rise of MOOC, our classroom teaching methods and means must be reformed[3].

2.2. The characteristics of the MOOC

| Scale and openness | There is no need for fixed teaching places and no threshold for examination, so the number of NIOOC participants is not online and can reach thousands at the same time. In addition, no restrictions such as age, country, gender and region are required |
| MOOC online | Online MOOCS are mainly realized through online learning. Students can freely master and adjust their time, study at any time, and give full play to their initiative. |
| participatory | MOOC emphasize "sharing" courses, in which students can choose any subject they are interested in while being able to learn across disciplines and fields to expand their knowledge. |
| Evaluation of flexible | The evaluation system of the flexible MOOC platform is flexible, and students and teachers can receive each other flexibly. |

3. The existing problems in the basic teaching of Traditional Chinese medicine

3.1. Spoon-feeding teaching method ignores students' initiative

Traditional teaching methods are applicable to many teaching contents, heavy tasks and limited teaching time. Therefore, most Chinese medicine colleges and universities mainly focus on classroom teaching based on the basic theory of Chinese medicine. This learning method greatly limits the initiative and enthusiasm of students to explore knowledge and makes students become passive "receivers" of knowledge[4].

3.2. Attaching more importance to theory and less to practice is not conducive to the cultivation of modern talents

The basic theory of TRADITIONAL Chinese medicine is the introductory and foundational course of the relevant major of Traditional Chinese medicine. Its basic theory teaching should emphasize three
basic teaching, namely the teaching of basic concept, basic principle, basic skill. The essence of traditional teaching method is to pay attention to basic concepts and principles while ignoring basic skills. It is true that the basic theory course should focus on imparting theoretical knowledge, but its unique point is that the basic knowledge comes from long-term repeated clinical practice\(^5\). If clinical practice knowledge is not connected in basic theory teaching, theoretical terms, principles and rules will become rootless and water without source.

3.3. Abstract teaching content and lagging teaching means hinder the improvement of teaching quality

Abstract and difficult to understand the important theoretical terms and principles of T CM, such as Yin and Yang, the five Elements, the correspondence between heaven and man, The Tibetan image and the Meridian, etc., in the course of Basic Theory of TCM, teachers find it difficult to teach and students struggle to learn. Teachers often struggle to speak and speak, but students still seem to understand. In addition, the existing teaching conditions in China are not enough to make abstract theoretical terms, principles and laws visualized and specific, so that the teaching effect is not ideal. How to combine abstract and abstruse theory with vivid information technology and clinical practice, and change abstract into concrete, is the subject to be solved in the teaching of basic theory of TCM.

4. The design concept and thinking of MOOC courseware making

The key to the success or failure of MOOC online teaching and learning lies in the design concept and thinking before making MOOC courseware. According to the three deficiencies existing in the basic theory teaching of traditional Chinese medicine, the author designed MOOC courseware with three concepts:

(1) Learner centered design "of the basic theory of TCM teaching course will K in eight chapters: the introduction, Yin and Yang, the five elements, meridian,and etiology and pathogenesis, prevention and therapeutic split into several knowledge logic to the main content, organic integration advantage resources, each knowledge point by the best teachers lecture, a knowledge point 10 for 15 minutes, to question each knowledge teaching is introduced as the center, including design breakthrough, q&a, interaction between teachers and students, rewards, punishment, etc\(^6\).

(2) The courseware making of abstract theoretical difficulties, such as heart and kidney disconnection, real winter vacation heat, and real, false and real knowledge points, in the course of theoretical and clinical design, tries to embody the characteristics of theoretical and clinical connection. Each part starts with the role play of patient diagnosis and treatment or the video of real patient diagnosis and treatment, and then introduces the explanation of knowledge points. Enlighten students to learn to raise theoretical questions in clinical practice or use theoretical analysis in clinical practice of independent thinking ability.

(3) The basic theory of traditional Chinese medicine based on various information technologies is a medical philosophy system established under the guidance of the theory of vitality, Yin and Yang, and five elements of ancient philosophy. These abstract terms are difficult and difficult to understand, but with the help of modern information technology and the use of three-dimensional animation dynamic display. Computer MOOC teaching method can realize the dynamic visual teaching effect of basic theory teaching and make up for the deficiency of traditional teaching methods.

5. Conclusion

To sum up, it is not only necessary but also feasible to explore the application of MOOC teaching method in the teaching of basic theories of TRADITIONAL Chinese medicine, which is conducive to deepening the teaching reform of basic theories of Traditional Chinese medicine and realizing modernization, visualization and three-dimensional teaching of basic theories of Traditional Chinese medicine. It's of great significance.

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