



Analysis On the Existing Problems and Methods of Nursing Vocational Education in China

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ABSTRACT

Nursing vocational education is an important part of nursing education in China at the present stage. It plays a very important role in promoting the vigorous development of nursing and the education and training of higher nursing talents. Therefore, in order to promote the trained nurses to better meet the needs of medical development, China has also carried out innovative reform on the educational model of vocational nursing. The effect of vocational nursing education can directly affect the quality and specification of nursing talents. This paper summarizes the problems existing in the current nursing vocational education, and puts forward some methods, hoping to provide some references for promoting the vigorous development of nursing vocational education in China.

Keywords: Vocational, Nursing Education, Current Situation, Method

I. INTRODUCTION

According to China Medical Digest, nursing vocational education aims to train nurses with nursing skills and service ability, and output nurses who can complete nursing skills and service work. The unified teaching standard of national colleges and universities is an important link to control the training objectives and plays a guiding role in the training objectives. The teaching process and curriculum reform that deviate from the teaching standard are incompatible with the training goal. The consistency of teaching quality evaluation index and curriculum teaching standard can correct and promote the realization of training objectives. Tightening the "learning cage" of the teaching technology of the comprehensive life hall can obtain innovative teaching results and is more conducive to achieving the training goal of nursing vocational education.

With the rapid development of China's economy and society, the development of nursing vocational education in China has also achieved considerable development, and trained a large number of excellent practical nursing talents for medical and health units at all levels. Compared with foreign advanced nursing education models, there are still many problems in the current education model of vocational nursing in China. In particular, China has a large population and a serious problem of population aging, which leads to an increase in the demand for nursing talents from all walks of life. In addition, with the rapid renewal of medical knowledge and the continuous development of new medical technology and new business, there are new and higher requirements for the professional ability of vocational nursing talents. The development and reform of nursing vocational education has been in a critical stage.

II. RESEARCH METHOD

The methods used in this study are: (1) literature research method: by consulting network resources, vocational education journals, and retrieving China knowledge network and Wanfang database, consult the literature on nursing education, and put forward the improvement measures of vocational nursing education in combination with the reality of the development of nursing education in China. (2) Investigation and research method: send questionnaires to medical institutions to investigate the current situation of clinical nurses. Through interview and investigation, to understand the demand of medical institutions at all levels in China for vocational nursing graduates, so as to provide real and accurate information for the research.

III. DISCUSSION

3.1 The Importance of Nursing Vocational Education

Nursing vocational education plays an important role in China's nursing education system. At present, nursing vocational educators at the tertiary level are the main body of Chinese nursing team. The goal of nursing vocational education is to cultivate technical nursing talents with high nursing professional skills. After three-year professional study, the students were awarded a college degree in nursing, which has cultivated a large number of high-quality talents who can work independently in the clinical front line for China's nursing career. In recent years, China's nursing vocational education is in a period of rapid development. Under the guidance of national policies, the setting of nursing professional direction in some colleges and universities is becoming more and more detailed, and the professionalism of nurses has been gradually recognized by the society. However, vocational nursing colleges and universities increase the enrollment scale year by year, followed by the problem of professional nursing talent training. With the continuous improvement of people's health awareness, the society has higher and higher requirements for nurses, and even many medical institutions have higher requirements for nurses' academic qualifications. Compared with undergraduate and graduate students, professional nursing students are undoubtedly at a disadvantage in the talent market competition. Therefore, vocational nursing must constantly break through the bottleneck of development, innovate education reform and consolidate the foundation of nursing talent training.

3.2 Problem in Nursing Vocational Education In China

3.2.1 Unreasonable training mode of nursing talents

The study of nursing professional knowledge should be based on clinical practice. At present, the traditional "2 + 1" model is still used in the training of nursing talents in Chinese vocational colleges. That is, nursing students first study theoretical knowledge in school for two years, and then go to the hospital for clinical practice for one year. Most students have more theoretical hours and less practical hours in school. Moreover, during the two years of studying theory in our school, students have no chance to contact patients or real clinical cases, which leads to the failure of nursing students to combine the theoretical knowledge with practical operation, which seriously affects the learning quality of professional courses of vocational nursing students and is unfavorable to the cultivation of nursing students' professional ability.

3.2.2 The content of nursing teaching materials is out of line with clinical practice

At this stage, many teaching materials of vocational nursing specialty in China are outdated, and the renewal of new technology and new theory is backward. Many operation techniques have been eliminated by clinical practice, but they still exist in teaching materials. For example: at present, arterial blood gas needle is used to collect arterial blood, but many textbooks still use the traditional syringe to suck heparin solution to collect arterial blood. In clinical practice, the disposable enema bag is used for enema before operation, which is convenient and simple to operate, but the enema tube is still used in the teaching materials. In addition, the treatment methods and drug use for diseases in some professional course textbooks are not updated in time. These have directly led to the derailment between the knowledge learned by vocational nursing students and clinical practice, and they can't adapt to clinical work in time when they first step into clinical practice.

3.2.3 Nursing teachers have outdated teaching methods and backward teaching ideas

At present, classroom teaching is still the main method of nursing teaching in most vocational colleges in China. In the teaching arrangement of nursing courses, theoretical teaching and operation teaching are often carried out separately, which is not conducive to the combination of nursing theory and practice. In theory teaching, teachers pay attention to the explanation of knowledge details and ignore the mastery of the whole knowledge framework system, which is not conducive to students' in-depth understanding and flexible application of the whole knowledge system; In operation teaching, students' mastery of single operation process is emphasized, while the cultivation of students' ability of condition evaluation and medical record analysis is ignored. Coupled with the one-way indoctrination of students by teachers, students only mechanically memorize by rote, and the lack of communication between teachers and students, most students believe that more memorization and more memorization can deal with medical exams, and there is no clear learning method. Over time, it is not conducive to mobilize students' learning enthusiasm and initiative, and it is not conducive to the cultivation of nursing students' autonomous learning ability and creative thinking.

3.2.4 Most nursing teachers lack clinical experience

With the rapid development of society and the continuous renewal of medical technology, clinical nursing has higher and higher requirements for nursing teaching. The educational goal of nursing specialty in vocational colleges is to cultivate a group of high-quality professional talents who meet the requirements of clinical practice. However, in the actual teaching process, there is a certain gap between some teachers' teaching thinking and clinical practice. In the teaching process, they often have outdated ideas and do not have the teaching thought of keeping pace with the times, resulting in the disconnection between professional teaching and clinical practice. In addition, most schools and hospitals do not pay enough attention to further training, which leads to the lack of hospital practical experience of most teachers in vocational colleges, and nursing teachers only have internship experience one year before graduation. Therefore, it is impossible to bring clinical advanced theoretical and practical knowledge to students in nursing teaching. This has affected the development of nursing education in China to a certain extent.

3.3 Methods to Solve the Existing Problem of Nursing Vocational Education

3.3.1 Optimize the training mode of professional nursing talents

Take the close connection with clinical as the starting point, deepen the cooperation between colleges and universities, and realize the alternation of work and study. The existing "2 + 1" vocational nursing talent training mode

can be transformed into a "1.5 + 1.5" nursing talent training mode. That is, in the three-year higher vocational nursing school system, the first 1.5 years are for students to learn nursing theoretical knowledge and operational skills in school. In the following 1.5 years, students will learn clinical nursing knowledge and operation skills in the hospital. During school, students can appropriately increase the number of internships in the hospital, cultivate students' professional cognition and master skilled operation skills in advance, and lay a solid foundation for improving students' comprehensive professional ability in the later stage. According to the needs of clinical posts, the school can jointly formulate the syllabus with the hospital to move the classroom into the ward and truly realize the integration of "teaching and doing" in the hospital, so as to lay a good foundation for students to take up their posts independently as long as they enter the nursing post in the later stage.

3.3.2 Update the teaching materials in time to make the content of the teaching materials in line with the clinical practice

The essential purpose of nursing education in vocational colleges is to provide more excellent talents for modern medical institutions and promote the stable and sustainable development of China's medical and health undertakings. Therefore, when carrying out nursing teaching in vocational colleges, we should follow the policy of nursing vocational education, keep pace with the times, timely update and enrich the nursing teaching knowledge system in combination with the new requirements of modern medical institutions for nurses, constantly innovate the teaching content, and write new ideas and technologies into new teaching materials, Make the content of knowledge that students master fit with the content of clinical work in the future. Professional nursing needs to serve the overall situation of the construction of the national medical and health system, based on the long-term needs of social development and the needs of the national economy and the people's livelihood, build and optimize the long-term mechanism of the professional structure of nursing discipline, and cultivate high-quality technical nursing talents with good professional ethics and professional quality.

3.3.3 Carry out teaching reform and adjust teaching methods

Nursing teachers are encouraged to try a variety of teaching methods in teaching, such as PBL, TBL, situational teaching method and so on. Schools should build platforms for nursing teachers, build micro classes and Mooc, and make full use of the advantages of data resources to mobilize students' enthusiasm for autonomous learning. In the teaching process, teachers should also pay attention to cultivating students to master correct autonomous learning methods, use digital teaching means to let students actively participate in teaching activities, develop good learning habits and improve autonomous learning ability. In addition, standardized patients (SP) can also be used in nursing training teaching. Standardized patients (SP) are not real patients. They are trained and can realistically simulate the situation of patients in the training course, which is of great practical significance to nursing students. In the SP application course, students can quickly integrate into the state and enrich practical training experience. Students and standardized patients can have two-way communication. If students do not do well in actual operation or need to be optimized, standardized patients can point it out in time, and students can correct it in time, which is more conducive to deepen their impression. The introduction of standardized patients can help students master nursing skills more skillfully, exercise students' communication skills, and lay a foundation for future employment.

3.3.4 Expand the ranks of teachers and strengthen teacher training

The school can employ teachers with rich clinical practice experience to continuously expand the teaching staff in order to improve the teaching quality. Clinical teachers with solid nursing professional knowledge background and rich nursing clinical experience can also be assigned to participate in the daily teaching links, so as to ensure the high-quality and efficient teaching effect of vocational nursing teaching. Nursing teaching content should be combined with clinical practice. The school teachers have little clinical experience. The school can regularly organize nursing teachers to go to hospitals at all levels for clinical practice. Through regular participation in clinical practice, nursing teachers can master the latest clinical nursing knowledge and skills, promote their own nursing teaching quality, and impart clinical practice experience to students in class. Especially for students who want to participate in on-the-job internship, we need to pay special attention to the cultivation of practical operation ability. Teachers can appropriately increase practical courses to allow students to participate in laboratory training, so as to help students transition from classroom to ward. The whole process can not only improve students' clinical practice ability, but also effectively guide students to apply their theoretical knowledge to solve practical problems and improve students' comprehensive ability. In addition, the school can also set up vocational education "famous teacher studio" and teaching innovation team, encourage famous clinical teachers or experts to participate in nursing teaching, integrate theoretical knowledge with clinical operation skills, and let nursing students learn to integrate theory and practice.

IV. CONCLUSION

1. Only by gradually improving the talent training mode and paying attention to the teaching practice can it play a key role in promoting the teaching effect of vocational nursing specialty.
2. Timely update the teaching materials to make the content of the teaching materials in line with the clinical practice. Based on the long-term needs of social development and the needs of the national economy and the people's livelihood, build and optimize the long-term mechanism of the professional structure of nursing discipline, and cultivate high-quality technical and skilled nursing talents with good professional ethics and professional quality.
3. Adjusting teaching methods and introducing standardized patients can help students master nursing skills more skillfully, exercise students' communication skills and lay a foundation for future employment.

4. When carrying out nursing teaching in vocational colleges, we should follow the policy of nursing vocational education, keep pace with the times, timely update and enrich the nursing teaching knowledge system in combination with the new requirements put forward by modern medical institutions for nurses, constantly innovate the teaching content, and write new ideas and technologies into new teaching materials, so as to make the knowledge content mastered by students fit with the content of clinical work in the future.
5. Optimize the training mode of professional nursing talents. According to the needs of clinical posts, the school can jointly formulate the syllabus with the hospital to move the classroom into the ward and truly realize the integration of "teaching and doing" in the hospital, so as to lay a good foundation for students to take up their Posts independently as long as they enter the nursing post in the later stage.
6. Schools should strengthen the construction of professional teachers in Vocational Colleges and strengthen teachers' clinical practice to ensure the effectiveness of nursing teaching process. Teachers are encouraged to abandon inefficient traditional teaching methods and adopt a variety of teaching methods. Standardized patients can also be introduced into practical teaching to create a high-quality learning platform for students.

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