

# Research on the Application of Mixed Teaching in Basic Medical Teaching

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**Abstract:** When I look back suddenly, I will find that the social development speed is amazing. Apart from the development of science and technology, economy and society, it also includes the development of education. With the development of science and technology, great changes have taken place in the mode of education. The society in the new era needs innovative talents, so innovative teaching mode is more necessary in the process of training talents. With the development of Internet technology, great changes have taken place in people's food, clothing, housing and transportation. At the same time, the Internet is also affecting the way of education. Hybrid teaching is an innovative form of Internet teaching, which has a profound impact on the cultivation of talents and even the whole teaching field. Mixed teaching is one of the methods adopted in the teaching process in colleges and universities. Through this training method, talents with strong comprehensive strength and suitable for social development can be trained. There are many similarities between basic medical courses and other courses. It is difficult to set up chapters and have heavy learning tasks. The current form of education still adopts classroom teaching. It is difficult to teach students according to their aptitude. Classes are held at a fixed time every week during the learning time. The class time cannot be set according to the students' acceptance ability and the actual learning situation. In the teaching process, students' participation is low, the class atmosphere is not very positive, and the ability to learn independently without passion is very poor. According to the characteristics of basic medicine courses and the current actual teaching environment, this paper points out the problems existing in basic medicine teaching and expounds the specific methods and unique advantages of mixed teaching.

## 1. Introduction

With the development and progress of society, human beings are getting to know the world more and more, but there are still many puzzles. Therefore, human beings are also increasingly eager for knowledge. However, under the background of rapid development of society, traditional teaching methods can no longer meet the requirements of scholars for learning content. The mixed teaching method can just make up for the defects of the traditional teaching method and improve the teaching situation. Under the new teaching mode, the teaching effect will be significantly improved and will be recognized by both students and teachers. This article mainly expounds the concrete methods of mixed teaching and the problems that should be paid attention to when adopting this teaching method.

## 2. The Significance of Adopting Mixed Teaching Methods

It is the same concept that teachers teach in a mixed way and students learn in a mixed way. This teaching method effectively combines the background of the rapid development of science and technology and applies Internet technology in the teaching process. The teaching process is divided into online teaching and offline teaching. The two cooperate with each other to complete the whole teaching process. In this way, online teaching is taken as the main line and offline teaching is taken as the auxiliary. The effective combination of the two can effectively improve students' learning efficiency and reduce students' learning pressure. The mixed teaching method can effectively improve the disadvantages of traditional teaching and effectively improve the teaching situation of traditional teaching. The teaching process is no longer teacher-centered, giving full play to the

subjectivity of students. A variety of teaching methods complete the teaching task. In the teaching process, different teaching situations should choose appropriate teaching methods, which can objectively view these changes and make random changes. Only the most suitable learning method for students can develop their learning potential.

### **3. Problems in Basic Medical Teaching**

#### **3.1 The Teaching Task is Heavy**

According to the length of study of the medical college, the length of study of the specialized subject is three years, of which the study of theory and clinical practice needs to be completed in these years. The time is accurately allocated as 2.5 years for theoretical study, half a year for clinical practice, and nine basic medical courses and eight clinical practice courses need to be completed during the study period. Theoretical courses are difficult, with heavy tasks but limited time. Experimental courses are also included in the learning process of theoretical courses. Therefore, the teaching time of basic medical courses is very short, roughly arranged as six classes a week. Basic medical courses have many contents and complicated knowledge. It is difficult for students to understand and remember if their comprehension, memory or foundation are not good. Basic medicine is to lay a good foundation for future study, so its importance is self-evident, so we must find a way to complete the study of basic medicine in a limited time, and we need to improve the study efficiency and results, to be able to master the contents of residence study, and to integrate the above situations, teachers' teaching pressure is very great.

#### **3.2 It is Difficult to Teach Students According to Their Aptitude**

According to the actual teaching situation in colleges and universities, it can be found that each basic medical teacher should teach four to six students. In the daily teaching process, teachers should not only explain basic medical knowledge to students, but also pay special attention to students' mastery. In addition, students' learning habits and hobbies should be observed to determine the teaching method, which is suitable for students' learning, improve students' learning results and ensure students can master the knowledge they have learned. However, from the level of students in higher vocational schools and the actual situation, in the actual teaching process, teachers should not only take on the basic teaching duties, but also put in a certain amount of time to supervise the classroom discipline. These factors, to a large extent, make teaching unable to meet the needs of the vast majority of students. Therefore, when encountering problems in teaching, only a few students will ask questions, and the vast majority of students will mostly consult the tutoring books after class.

#### **3.3 The Teaching Effect is Not Outstanding**

According to the investigation, nearly half of the students are more inclined to use teachers' multiple teaching methods in the learning process of basic medicine, that is, they hope teachers can teach in class or cooperate in groups, students can find their "sense of presence" in class, and students hope to be able to effectively solve problems through communication and communication with teachers and classmates. However, in the actual teaching process, teachers cannot use students' favorite teaching methods for teaching. Sometimes, even if classroom activities are arranged, they can only take a few minutes. They are in a hurry and cannot play their real role. Therefore, to a large extent, the teaching effect is limited. In order to change this malpractice and allow students to participate in classroom teaching to the maximum extent, it is obvious that traditional teaching methods cannot effectively mobilize the enthusiasm of students and thus affect the teaching quality.

### **4. Specific Implementation Steps of Mixed Teaching in Basic Medical Teaching**

#### **4.1 Learning Preparation and Active Knowledge Construction**

First of all, the teachers carefully sort out the teaching contents, formulate appropriate teaching

activities and learning resources, construct teaching artistic conception, formulate learning plans, discuss in groups and define assessment standards in the design of teaching activities. The teaching resources are arranged according to the teaching contents of the syllabus, with the aim of improving the learning effect. It has the characteristics of individuation, diversification of levels, concise and lively contents, including videos, micro-classes, animations, documents and test questions, and fully displays the knowledge panorama. Teachers release mixed teaching resources through the platform, dynamically observe the learning process of students on learning resources, and effectively monitor the learning situation before class. Analyzing students' blind spots in self-study of knowledge to adjust classroom teaching. After receiving the teaching task issued by the teacher, the students select teaching resources according to their learning ability and characteristics, preview before class flexibly, complete the preliminary understanding of basic knowledge, complete the homework given by the teacher, record the difficulties and doubtful points found through homework evaluation, and obtain the help of the teacher and classmates through the platform.

#### **4.2 Second Construction and Transfer of Knowledge**

According to the learning process from knowledge construction to knowledge transfer and creation to evaluation and reflection, teachers strictly distinguish knowledge through mixed class teaching and adopt flexible and changeable methods to carry out teaching activities. In class, the teacher analyzes the online learning before class and the summary of the problems before class based on the life situation and clinical examples. According to the problems, the situation simulation leads to the key points and difficulties, and inspires the students to analyze and discuss, so that the students can master the essence of knowledge points through the examples. In order to promote students' understanding of knowledge and expansion of thinking, teachers can design discussion questions, organize classroom discussions or open contest and debate, guide students to actively explore, question and solve problems, observe students' completion of discussion questions, and give personalized guidance. Clarify the thinking to solve the problem in thinking communication and collision to achieve the best learning effect.

#### **4.3 Conceive, Consolidate and Expand Learning**

After class teaching, the first thing teachers should do is to recall the scene design, case design and learning plan design in the teaching design in time, so as to provide reference for the method adjustment of after-class guidance and subsequent class teaching. Summarize the typical problems that students present in learning activities before, during and after class, compile and publish them, so as to provide reference for self-examination of all students, provide online communication and discussion, and complete after-class tasks. In addition, news pictures, interesting consultations, typical cases and special lectures related to uploading and teaching contents are edited to inspire students to broaden their horizons and experience the charm of knowledge. Students can actively face learning problems, and can improve their learning confidence, so that students can form a good learning habit, which can cope with various difficulties in the learning process.

### **5. Emphasis of Classroom Design for Mixed Teaching**

The mixed teaching classroom design emphasizes to carry out the design based on the characteristics of the discipline itself and the current level of students, and needs to focus on the following points:

#### **5.1 Planning of Classroom Teaching**

The design of mixed teaching class should attach importance to the planning of teaching process, i.e. the implementation of mixed teaching class and the related pre-judgment of class contents, and on this basis, the tasks of each step and link should be reasonably designed. Teachers are required to start from the actual teaching contents, and design the links of the mixed teaching class purposefully according to the three-dimensional teaching objectives and the specific situation of students, so as to make the teaching tasks proceed orderly. Combining with the contents presented in the textbook,

setting clear teaching objectives and learning objectives, learning under such circumstances can make students learn more effectively.

## **5.2 Anticipation in Advance**

Mixed teaching has a great teaching characteristic, that is, the problems that may occur in the teaching process need to be predicted in advance. If the whole teaching process is carried out on this basis, it will be easier to implement the teaching process, which is also an embodiment of reasonable classroom teaching design. Therefore, teachers are required to design reasonable and effective classroom teaching contents and have rich teaching experience. For example, when conducting classroom teaching, we can use our known teaching theories and teaching experience to flexibly carry out teaching, improve what we have learned in the classroom, deal with various problems in the classroom, embody knowledge in a concise and clear form and let students learn, so that students can draw a mind map according to their knowledge structure and realize the ideal teaching effect to the greatest extent.

## **5.3 Innovation of Design**

Innovation emphasizes that in the hybrid teaching plan, we can make substantial innovation design on the classroom teaching plan according to the actual level of students, in order to make reasonable optimization on the hybrid teaching classroom. Through the innovation of teaching plan design, teachers can make the classroom atmosphere active, make students more interested in learning, encourage students to participate in the whole teaching process, dare to ask their own questions and express their own opinions on knowledge. For example, through the addition of experiments, group discussions, case introduction, situation simulation, role playing and other activities, the key and difficult points of knowledge should be explained with emphasis so as to mobilize students' interest in learning to the greatest extent and realize teaching objectives.

## **5.4 Changes in the Role of Teachers**

In the traditional teaching process, teachers mainly act as the transfer of knowledge, but in the new teaching environment, teachers act as the leaders in the learning process of students and the designers of learning contents. Teachers need to understand students' learning psychology, solve various problems encountered by students in the learning process, and improve students' learning results to the greatest extent. Perhaps the new teaching method cannot relieve teachers' teaching pressure, but it can certainly improve students' learning conditions.

## **6. Conclusion**

As far as basic medical courses are concerned, both their subject characteristics and the audience's knowledge level are highly consistent with the requirements of hybrid teaching mode. Through mixed teaching, students can not only carry out flexible and free online learning, but also make learning efficient and orderly under the guidance of teachers, and fully display students' learning subject status, instead of teacher-led indoctrination learning. Open online learning creates a relaxed and free learning atmosphere, which meets the individual needs of young students. Classroom grouping activities break the dull and boring classroom scenes of the original basic medical classes, so that students can understand their interest in learning and actively learn. By participating in the whole process of mixed teaching, not only can the learning effect of students be improved, but also the teaching idea of "taking students as the center" can be embodied, and the main position of students can be highlighted. The application of hybrid teaching in basic medical courses has achieved good results and provided useful reference for exploring the reform of basic medical teaching.

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