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An analysis of English classroom teaching design for foreign nursing majors in higher vocational schools based on demand analysis

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Abstract: Vocational college students due to the career foundation is not high, there are differences in English ability, medical terminology is difficult, leading to the decline of students' interest in learning and confidence, some students will appear fear psychology. Therefore, in order to make the foreign nursing major develop rapidly, it is not only necessary to meet the social needs of students, but also to choose the teaching materials suitable for students. This paper expounds the importance of learning English knowledge for foreign-related nursing majors in higher vocational colleges and analyzes the process of English classroom teaching design for reference only.

Keywords: demand analysis; Vocational foreign-related nursing; English class; Instructional design

The main purpose of training students in higher vocational colleges is to make students become high-quality talents in production, management and construction. English courses not only need to lay a good language foundation, but also need to pay attention to flexible use of language, so that students' professional ability can meet the needs of future development. Under the above circumstances, the establishment of vocational English courses is the most important. Reasonable curriculum design is conducive to improving the teaching quality and making students use English flexibly in their future work.

1. Significance and methods of English classroom teaching for foreign-related nursing majors in higher vocational colleges

It is an inevitable trend of social development and the basis of practical teaching and content teaching to adopt the theoretical teaching mode based on demand analysis for foreign nursing specialty in higher vocational colleges. The concept of demand-based analysis is an objective form and conforms to the characteristics of English teaching reform in higher vocational colleges. English teaching for foreign-related nursing majors not only improves the nursing level of nursing staff, but also enables them to use English flexibly. In the stage of teaching design for students, we should keep close to the teaching practice and add some foreign English teaching resources on the basis of making good use of the original teaching materials. In the teaching stage, teachers need to reflect the main body of students, let students as the protagonist of the class, teachers play a supporting role. Design the teaching process stage, enrich the course content, achieve diversified teaching, expand classroom teaching. Emphasis on teacher-student interaction and student-student interaction, learning professional knowledge, not only requires students to read textbooks, but also need to combine actual teaching. Teachers can design more interactive links and enrich the teaching process through competitions and operational demonstrations.

2. English classroom teaching measures for foreign-related nursing majors in higher vocational colleges based on demand analysis

2.1 Reasonable selection and development of teaching content

Teaching material is the link between teachers and students and English learning, and is an indispensable key in teaching activities. In the selection of teaching materials, it is necessary to train talents as the goal, moderate difficulty, easy to be absorbed by students. The language should be standardized, and it is necessary to choose interesting textbooks. Reasonable selection and use of teaching materials is an important part of the teaching of English courses for foreign nursing majors, including language skills and teaching materials. In the teaching stage, through different channels, let students contact and learn English, rational use of English. In the teaching stage, it is not only necessary to use English teaching materials rationally, but also to develop and utilize foreign original literature, medical device instructions and network resources. In order to enrich teaching resources, facilities such as speech laboratories and libraries can be used. At present, in the stage of de-

veloping teaching content, it is necessary to make full use of information technology and the Internet, advanced Internet, to provide students with favorable learning conditions. The online platform can supplement the teaching content, such as PPT of medical lectures and English nursing teaching videos, which can be used as extracurricular content. Teachers upload the learning tasks that students have completed to the teaching platform through continuous screening in the form of audio and video, thus accumulating more teaching materials for the future.

2.2 Implementation of teaching design

In the teaching process, in order to make the classroom teaching more effective and integrated, and provide more opportunities for students to acquire knowledge, the teaching content is extended and expanded by combining the teaching materials and network information technology in the design of the teaching classroom. Different from traditional teaching methods, the application of network information technology in teaching can realize extracurricular content learning. Before class, teachers use Internet information to assign tasks, consult and discuss knowledge. During the class period, leave time for students to participate in various activities and promote the internalization of knowledge. In addition to the above, in order to make the classroom lively, a variety of teaching methods are used to stimulate students' interest. Firstly, task-based teaching method is adopted to assign teaching tasks for students, so that students can actively explore knowledge content and improve their initiative. Secondly, situational teaching method is adopted to create situations for students. For example, when learning the course of First Aid and Emergency Care Reading and Writing, the teaching goal is to enable students to master the basic vocabulary and expression of first aid, and enable students to use basic reading skills. Understand the content of the article, combine the content of the article with professional knowledge, so that students can experience the spirit of first aid, students can feel the nursing responsibility and professional ethics. Therefore, during the teaching period, teachers can create an emergency environment, let one student play the patient, select several other students to play the nurse and doctor, completely simulate the emergency environment, in the scene, students play the role stage, the understanding of the content will be more profound, students can also experience the pain of patients, empathy, establish a sense of nursing responsibility, enhance the consciousness of saving patients. In the stage of arranging teaching structure, the following table is shown:

Table 1. Teaching structure and arrangement

Preset time	Teaching link	Teaching activity	Student activity	Design intention
Before class	Autonomous learning	The teacher directs the students to log in the website and inquire about the learning tasks. Answer students' questions and give students guidance on the platform	Use mobile phones and other devices to view learning tasks and conduct independent learning. Communicate with teachers according to their own problems in learning. Share micro-class videos on the platform and complete test questions.	The application of network information platform can satisfy students' demand for independent learning.
In class	To lead into	Play pictures for the students and ask them what are the objects of the pictures and what are their functions	Identify the objects in the picture and discuss the use of the objects in the first aid process	After importing real pictures, through discussing professional knowledge, meet the combination of professional knowledge and English.
	Warm-up reading	The teacher asked the students do you know the symptoms of suffocation? How to deal with choking. Guide students to read the passage quickly and answer the questions	Students discuss and share their experiences to answer the basic symptoms of asphyxia, including blue face and mouth, difficulty breathing, and rapid heart rate. With the help of the teacher, the students discuss how to deal with the choking problem urgently.	With the help of the speech lab, students can obtain information, broaden their horizons, and meet the needs of English application ability.
	Writing	The English version of emergency nursing knowledge and precautions should be displayed on the PPT board, and the students should be instructed to use the emergency room of the foreign-related hospital as the background according to the previous emergency heart attack patients, and clearly describe the case so that their emotions can be expressed.	Students learn the knowledge of emergency care, understand the precautions in the writing process, and summarize the main points of the essay. Write emergency report based on group interaction. After the report is completed, the group members evaluate each other and present the best report content in class.	To be well prepared for writing requires reading practice. In addition to the above, the advanced equipment in the speech lab, combined with the online information platform, can provide effective guidance and promote the improvement of English professional level.

Preset time	Teaching link	Teaching activity	Student activity	Design intention
	Evaluate	Teachers need to guide students in group evaluation and self-evaluation.	According to their own performance, students complete a self-evaluation, and then evaluate in the group.	Based on the evaluation results, understand the driving needs of students.
	Job	Complete corresponding exercises With the help of the network platform, we can obtain the task list of independent learning and implement independent learning.	Students need to complete the learning tasks assigned by the teacher after class	Check students' learning results according to their homework completion

To sum up, there are many problems in the English teaching of foreign-related nursing majors in higher vocational colleges, such as the need to develop the teaching content, the uneven English ability of students, and the difficulty of learning. How to make scientific use of existing teaching materials and innovate teaching content is a problem that needs to be solved at present. By designing and adapting courses in various aspects, expanding teaching content and reasonably setting teaching objectives, students' English training ability can be improved, their learning needs can be met, and the advantages of English teaching in higher vocational colleges can be highlighted. In the teaching stage, teachers guide students to interact more, combine learning needs, improve teaching quality, so that students' nursing service level and English ability can be improved.

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